

THE SCHOOL JOURNAL.

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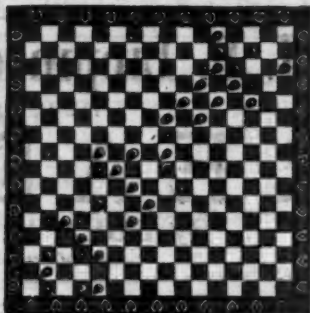
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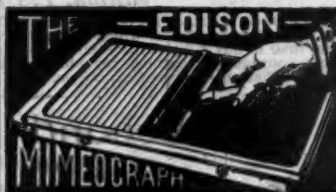


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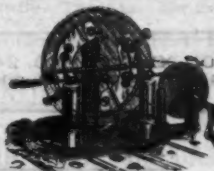
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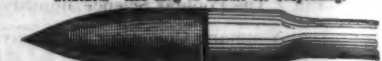
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CONTENTS.

EDITORIAL.

Greeting—The New Year—The Difference—A Grave
Misconception—They Need Uplifting—Chinese Examinations 375
Beating About the Bush; Judge Draper and Compulsory
Education; "Education a History of Crises;"
How to Know the Correct Usage in English; Norway;
Dr. E. E. Higbee; A National Board of Education;
School Organization 376
Notes on Letters 377
The Secret of a Happy School 377
Two Boys 377

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.
Encourage Self-Growth. By R. C. Linder 377
How I Would Teach Numbers 377
Pestalozzi's Educational Principles. By Alexander Herd-
ler, Dobbs Ferry, N. Y. 378
First Grade Questions 378

SCHOOL-ROOM.

Observation Lessons, With Simple Experiments; By
Prof. Woodhull; Teaching Honesty; Lessons in
Moral Training. By Emma L. Bailon; A Half Day in
My School. By G. F. A. 379
The Teacher's Reading 380
Things to Tell Pupils 380
Teaching Honesty 380
Lessons of an Incident 381
Current Topics 381

CORRESPONDENCE.

EDUCATIONAL NOTES 382

BOOK DEPARTMENT.

New Books; Announcements; Magazines 384

GREETING.

THIS number of the JOURNAL, although dated Dec. 28, really leaves the hands of the editors before Christmas; it must bear our greetings to the large circle of earnest men and women, who are engaged in making the world better, and life more worth living. The genuine teacher stands in the fore-front of civilization; none surpass him in their contributions to the moral and intellectual advancement of the human race. The genuine teacher may proudly think of Christmas Day as the day when the foundation stone was laid that made TEACHING the great force of the world. Jesus pronounced the formation of character as the end of teaching; and the highest forms of teaching to-day aim at that. Therefore, Christmas Day has a peculiar significance to the teacher. We counsel every teacher to imbibe the spirit of Him, who at twelve years of age felt he must be "about his Father's business." Such is the great mission of the teacher, to beckon on aspiring youth to higher and higher places of excellence. In this high and earnest effort we tender to all our readers our most cordial greeting.

The New Year is close at hand; with this number of the JOURNAL twenty years of its life are finished. It has been seriously attempted to place before the teachers an ideal of what teaching should be. It may not have done this always in the best way, but it has resulted in carrying many teachers to higher levels of effort and purpose. As number after number persistently presented this aspect many teachers have been aroused, and a wide-spread movement has begun to place teaching on a professional basis. Therefore the New Year is welcomed; auspicious tokens are apparent of a better state of things. We have grounds to believe that a happier educational year is before us,—one of more honor, dignity, usefulness, and recompense. Twenty years in the life of an educational journal is a long period. That one thousand numbers of a paper, upon the theme of "how to do the most good to the children," have been consecutively issued, calls for praise and thanksgiving; it is an event that has produced an ineffaceable mark on the civilization of our times—it has been for good.

ANY teacher who has been at all in doubt as to the difference between the old education and the new, between the empirical and the scientific, should not fail to read the account of the recent discussion on this subject in Chicago. He who runs can see that the two schools in education are, as Mr. Bright says, as far apart as the poles—so far, that between them there can be no comparison, and we add, no agreement.

There is a grave misconception in the minds of many persons concerning the "new education." It is supposed by some that the "new education" only gives boys such things as they like to learn. Their diet, according to this theory, should be plum cake and jam made spicy to the palate and easy to masticate, and it has been supposed that oral teaching and object lessons were resorted to because it was an easy way to get knowledge into the mind of the child. This misconception has done a world of harm in the past; it is not likely to do so much in the future, because now the principles of the "new education" are more clearly understood. Oral teaching and object lessons are given, not because knowledge is thus more easily gained, but because the mode of obtaining that knowledge is more in accordance with nature's system. There are many persons in the school-room who have untrained judgments, but who desire to employ the new modes of teaching. They often require no work from the pupil, or enforce no discipline, and give no punishments. Such persons will fail because they are ignorant. There is work before the pupil; there is work before him all the way from his infancy to old age. The best school-rooms are those that have the most work done; but that work should be done wisely and easily, with little friction, and with the least outlay of mental power; there is such a thing as educational machinery. Many teachers are inventive, and discover methods of teaching which, like machinery in the physical world, reach ends with the least outlay of power. This misconception of the "new education," is not so likely to do harm as it once did; still it is worth while to call attention to it. The time has passed when anything new passes current under the name, "new education." The people, as well as teachers, are beginning to realize that there are principles with practices based upon them.

THERE is a necessity of lifting up the lower classes of society; any one who walks in a town, city, or village will agree to that. We have a few persons in a town, city, or village at the top, who are highly cultivated, but there can be no true growth if the lower class is groveling in ignorance and vice. This ignorant mass is easily led by the demagogue. There are two classes of people; not the rich and the poor, as some would make out, but the ignorant and the educated. Before the Civil war our country was divided into the Free states and the Slave states. The war ended that condition of things; that it was a menace to the perpetuity of the Republic, as no country could exist half free and half enslaved. Slavery in the Southern states could only be removed, by a long, a fierce, and a bloody war. We have now another condition of things in this country to remove, and that is, the state of ignorance which exists. We may now say that no republic can exist half ignorant and half educated. This ignorant class must be taught, improved, elevated, and put in a way to understand its surroundings.

Now would this condition of education pay? A good many doubt it; we do not. We have only to see what skilled industrial and labor-saving machines are doing for us. If we look in the Patent office, at Washington, we find most is done in invention by those states which have the best common schools. Does it pay to invent a sewing machine? Does it pay to invent a locomotive? Does it pay to invent a dynamo? Does it pay to invent a typewriter? Ask on the other side: Does it pay to have a class of ignorant voters for the one who pays the most money? Would it not have paid in cash if fifty years ago New York had spent one hundred dollars on every boy and girl in the city? Would it not save money by doing this now? Would not the United States government save money by paying ten dollars annually, towards the education of every negro youth, for example? It seemed to pay, did it not, to keep the negroes in ignorance and subjection, and make them do the work at the South, before the late war? That money supposed to be saved by having the negroes work without pay has all got to be spent, and much more besides. That was no economy; it was wastefulness. A Scotch philanthropist had put on his tombstone, "What I spent I saved; what I kept I lost." It is going to take a good while for mankind to get at the bottom of this matter.

THE Chinese believe in education much more firmly than we do (it is their kind of education that they believe in), of course. They firmly believe in degrees. They believe in college institutions far more than we do—but it is their kind of college institutions. For example, a traveler tells us that in the north-eastern part of Peking are numerous small houses arranged in rows, having no doors, where applicants are lodged while being examined. Over these a strict watch is kept so that they can receive no information from their friends. They are furnished a measure of rice and half a pound of meat per day by the government. This must be cooked by each applicant, so that he has no means of learning anything while there. The examination consists of themes for essays and a poem. The applicant labors assiduously to write them out while in his little house. Those that are considered the best are copied in red ink, and the successful one is conducted forth to the beating of gongs, wearing a long red silk scarf about his waist, to get a degree. The degree is so much desired that men seek it term after term, even after becoming old and gray. If one attends the examination until he is eighty years of age, even if he doesn't get the degree, the emperor gives him the title of "Kujin,"—the persevering one.

BEATING ABOUT THE BUSH.

It would be funny if it were not so serious, to see so able and honest a man as George P. Brown, dodge an issue. An example is found in the last number of his paper, when he writes all about "Technical Grammar." He started out, he says, to define "technical," but evidently came to the conclusion to give it up as a bad job, after discovering his "difficulties increased rapidly." We suggested to him that he has misapprehended his "difficulty," in other words he hasn't diagnosed his case correctly. Nobody is opposing "technical" grammar, as he takes the application of that word. The name of Mr. Brown is technical, for it has no necessary connection with either the color of his hair or the cut of his coat. Nobody objects to the learning of names, or the getting of ideas. It would, indeed, be boiled down, concentrated idiocy, to object to the technical anywhere. It is just the thing scientific educators delight in. Manual training, object teaching, word and language lessons, etc., etc., are technical to the last degree. Who objects to them on this account? Nobody, as far as heard from, and the returns are pretty nearly all in. Mr. Brown ought to know that the idiomatic expression "technical grammar," has a definite application not at all connected with the Websterian definition of the word "technical." We will tell him what it does mean and so give him an opportunity to write another article about half-and-half for and against its use. It means the parsing, analyzing, and the rule-way of learning "how to speak and write the English language correctly." It means the concentrated nonsense of eternally mumbling, "James is a proper noun, third person, singular number, masculine gender, nominative case, and is the subject of the verb runs according to the rule, 'The subject of a finite verb must be in the nominative case.'" If any teacher taking Mr. Brown's paper is guilty of the stupidity of making his pupils say over such unmitigated doggerel as this, he ought instantly to stop his paper, take the SCHOOL JOURNAL, and become a wiser and a better man. If he doesn't, but persists in his sin against light and sense, he shows that he has sinned away his grammatical day of grace, and that all the grammar from Lilly to De Garmo's latest language lessons can't save him from the execrations of the best men who most forcibly use the grammarless tongue.

JUDGE DRAPER AND COMPULSORY EDUCATION.

It is well-known in this state that the compulsory education act is a dead letter. For several years our state superintendents of public instruction have called the attention of legislatures to this fact; but so far no adequate remedy has been provided. State Superintendent Draper has determined to make another effort to secure the passage of a bill that will meet the approval of the governor, and promote the interests of education, and urges the passage of a law containing the following provisions:

1. Must specify the ages between which, and months of the year within which children must be in some school, either public or private, of suitable character, unless excused therefrom for sufficient reasons by official authority.
2. Parents and guardians must be made responsible for sending children to school, and must be punished sufficiently to insure compliance with the requirements of the statute.
3. Special institutions must be provided for thoroughly vicious and incorrigible cases which cannot safely be received into the ordinary schools.
4. The law must set up the machinery for securing and keeping continuously a perfect census of children of school age in each city or district, and it must provide and pay officers to look up and account for each child, and to execute all the provisions of the statute.

These suggestions are good, and we cannot see why they should not meet the approval of every well wisher of his race. Certainly such a law as proposed, would work no injustice to either public or private schools. It is but justice to all concerned that both public and private schools should maintain "a suitable character." The law would again become a dead letter, if there were no provision for professional efficiency in all schools. There are schools now worthy of being called such, and there are other schools unworthy the name. If a new "compulsory education" law is passed, it should have in it a double grip—first on parents, compelling them to send their children to school, and then on teachers requiring them to teach schools worth attending.

The beginning of a new year is the time to look over lists of educational books and decide which ones to buy. It is well for several teachers to form a club. In this way quite a supply of reading matter can be secured.

"EDUCATION A HISTORY OF CRAZES."

A paragraph has been going about the press, copied in several educational papers, on this subject. It is credited to the *New York Evening Post*. It speaks of the various "crazes" under the head of "methods," "object-lessons," "illustration," "memory-gems," "civics," "story-telling," "word-method," "drawing," "music," "picture-studies," "physics," and "manual training." The author concludes by saying: "Happy is the community where those in charge of the schools have maintained their clear judgment above all these fluctuations, shiftings, and tinkering, and have kept in view the real object of school education—to give a knowledge of self, to promote morality, and refinement through the teaching of discipline and self-control, and to lead pupils to see that the highest and only permanent content is to be obtained, not in the valleys of sense, but by continual striving toward the higher peaks of reason."

All of this sounds very learned to the unlearned,—very deep to the shallow, and very profound to the smatterers. As well might the author characterize all progress as a craze. Is that community happy where for the past fifty years there have been no "fluctuations" or "shiftings." What is the real object of school education? How can a knowledge of self be obtained? Not, certainly, by reason without the careful training of the senses. It is the veriest nonsense to talk about the "valleys of sense" as in no way connected with the "peaks of reason" if by any possibility it is possible to know where those peaks are located. It seems to us that educational journals can find better use for type and paper than by quoting such unmitigated twaddle as this is.

HOW TO KNOW THE CORRECT USAGE IN ENGLISH.

If pupils do not know how to use pronouns correctly, who is at fault? The grammars? We trow not. The failure to learn rules? Not that. Want of enough parsing? Try again. Cannot diagram? Try once more. Can't repeat the rules of syntax? No; none of these. Well, why? *Because they haven't used them correctly.* We learn to talk by talking. We don't fire syntax, or orthography at the baby when he is learning to talk. When little tot says, "I want them things," how supremely nonsensical it would be, wouldn't it? to say, "My little man *them* is a personal pronoun, and not an adjective pronoun, now say 'singular, nominative I, possessive my or mine, objective me; plural, nominative we, possessive our or ours, objective them. Now you have, to use the words of the Wisconsin *Journal of Education*, a 'critical instrument by which to test and judge of expressions.' Remember what I tell you and after this use *them* as an adjective pronoun." Such teaching reminds us of a grave D. D. who talked to his young flock on the "Ostensible Object of Life." One little boy was asked what the Dr. talked about, and said, "About the horse-sensible object of life. I knew what he meant, for I heard my father say that Uncle Ben had horse sense, and I know he has."

It would seem that the upholders of technical grammar believe that there was no standard for good writing and speaking before grammars were invented. How did the Greeks learn their matchless tongue? Not by grammars, surely. How did Cicero learn Latin eloquence? Not from Latin grammars. Facts are stubborn things, and the most stubborn thing about them is, *we must face them.*

NORWAY.

Every common school is divided into two divisions in country districts, and into three in towns. In a country district the first division comprises children between seven and ten years of age, and the subjects of instruction are Bible history, the Lutheran Confession, the mother-tongue, arithmetic, writing, and singing. The second division comprises children between ten and fourteen years of age, and in addition to the subjects taught in the lower division, geography, history, natural history, elementary dietetics and hygiene are taught. Where it is possible, instruction is also given in Sloyd, gymnastics, drilling, and drawing. In the two lower divisions of town schools the hours are normally twenty-four a week; in the highest division, from eighteen to twenty-four. Great care is to be taken to secure healthy schools. Before the plan of a school building is approved the local board of health must give their

opinion on it, and a physician may be employed to have the sanitary superintendence of the school. Continuation schools will be provided for pupils from fourteen to eighteen years of age, and will be free from one month to six months a year. Parents and guardians are under penalties to send their children to schools; manufacturers and others who employ children between seven and fourteen years have to make inquiries whether such children are attending school in their free hours. The common schools are still to be distinctly denominational, and every teacher must belong to the Established Lutheran Church.

DR. E. E. HIGBEE.

The death of Dr. Higbee removes from the ranks of educators of this country an able and efficient man. For nine years he filled the office of state superintendent of public instruction of Pennsylvania with great acceptance. His life work was as follows: Born March 27, 1830, a graduate of the University of Vermont, studied theology at Mercersburg, Pa., professor in Heidelberg College, Ohio, pastor in Pittsburg, professor in Mercersburg Theological Seminary, president of Mercersburg College, and in 1881 appointed to the superintendency of Pennsylvania's public schools. His duties brought him in contact with people in all parts of his state, and it is safe to say that his influence was always on the side of the truth. He was a progressive man, always willing to take an advanced position as soon as it was clear to him that it was the right position. He never apologized for the old because it was old, but always kept himself in an inquiring state of mind, willing to accept and urge any good measure, as soon as he believed that it was his duty to do so. The SCHOOL JOURNAL has received many kind words from him. His successor must be, indeed, an able man to fill the place already honored by such educators as Barrows and Wickersham and Higbee.

A NATIONAL BOARD OF EDUCATION.

Senator Ingalls, of Kansas, has introduced a bill providing for the appointment of a national board of education, consisting of one member from each state and territory and the District of Columbia, who shall have charge of all the machinery of a school system, the districts of which shall be established wherever the parents of twenty-five children ask for the appointment of a teacher. All instruction shall be in English; the age of pupils may be from four to twenty-one years, and the curriculum shall include the arts and sciences. From the brief report received, we cannot judge as to the merits of this movement, so we reserve our comments until we get fuller information concerning it.

SCHOOL ORGANIZATIONS.

We have called attention to the importance of societies in schools, and quite a number of letters were received concerning these organizations. Some are literary clubs, some science clubs, and some correspondence clubs. A government is an organization, a state is an organization, a school is an organization, the workmen are organizing, and if the school doesn't have an organization, it would be worth inquiring, why not? The tendency of civilization as it progresses is to organize.

There is an organization in this city carried on by Miss Pierson, principal of the Houston street night school. She found that her pupils were young women working in stores and factories, and formed them into a self-improvement club, which they called the Head, Hand, and Heart Club. But they wanted something to do, so they undertook to assist in the charity hospital on Blackwell's island. Trustee Faure, of the 9th ward, who is a man of excellent head and heart, gives with his hand a certain sum of money each month to this club for the purchase of fruit. He has himself a club called the "Knights of Temperance" and the K. of T. assist in packing and tying up the fruit in boxes for the H. H. H. who visit the hospital and distribute the fruit and illustrated papers; they also sing to the patients. Certainly in our cities there is great room for the formation of clubs and societies in the schools. If the pupils wish to do anything they will naturally follow the example of older persons and at once organize a society. In these organizations much is learned of methods of conducting business.

NOTES ON LETTERS.

AS TO METHODS.

"Do you think the spelling class had better stand up in a line, or would you have them all remain in their seats? Which is the better method?"

"Should the class recite with their backs to the teacher? or isn't it better to face the teacher? Which method do you recommend?"

These are samples of a certain line of questioning frequently propounded, and indicating, on the part of the questioners, a total misapprehension of the purpose of method in education. The writers do not seem to grasp the idea that the real problem relates to the *thought*, and to the learner's *mind*, not to his anatomy; it isn't a question as to whether he shall be stood on his head or his heels to receive his spelling lesson; perpendicular spelling has some advantages over horizontal spelling, it is admitted, on the score of convenience; but so far as education is concerned, there is no advantage.

What the teacher wants to know is, which end of the thought and which end of the mind fit together; not which end of the pupil's corporal frame is uppermost.

The value of *true* method in education lies in the fact that all young minds are very much alike; and the danger of *false* method is the corresponding fact that each young mind has its individual differences.

The teacher who fails to move on parallel lines with the universal impulses of child-nature, is an engine off the track that will spend its force in getting nowhere; the teacher who supposes that "method" means simply following the track; who does every time what has come down from tradition, or what is laid down in the books, without asking why? who makes no allowance for circumstances, never turns out for individual differences, but merely asks, "Where is the track? Am I on the track?" such a teacher will grind numerous pupils into fine powder beneath the wheels of his method.

The constant daily, hourly, study of the real teacher is to proceed on those methods that are built upon *principles*—the trunk-lines, we will call them, continuing our figure, that have been established, to follow the great rivers of human nature; never forsaking these, yet always reserving the right, intelligently to extend his own "branch-lines," and plan his own "schedule," applying these methods and modifying them to meet occasion.

Method is a way of doing things founded upon a reason for doing them; after asking how, fail not diligently to enquire why?

THE SECRET OF A HAPPY SCHOOL.

This is in the teacher first. Surroundings have a great deal to do with happiness, but the springs of joy and contentment are not there; they are of deeper origin. A king on his throne may be the most unhappy man in his kingdom. All the gold in the world cannot make a school happy, if the teacher is miserable within. Teachers are continually talking about permanence, good and prompt pay, encouragement, exemption from examination, etc., as though these things would bring peace. But they are mistaken. We have an incident in mind. The principal of a certain school was an excellent scholar, a good disciplinarian, and received \$3,500 a year. He had the unanimous support of his board and the confidence of his patrons and assistant teachers, but he was not a happy man. Somehow he cast a chill upon all he met. No one could tell why or how it was, but it came to be felt, wherever he went. He was cold, not warm; repellant, not attractive. Children did not take kindly to him. They did not exactly dislike him, but they didn't like him. He was considered to be distant, reserved, and hard to get at; yet no one could lay anything to his charge. The result was that his school was not happy. It wasn't exactly miserable, but there was not a joyousness about it that there ought to have been. This principal remained in this school ten years, and then resigned. When he went little stir was made. His patrons were not exactly sorry, neither were they exactly glad. Everybody said he was a just man, but people didn't take to him; neither he to the people. This man was a type of thousands; neutral characters, calm but cold.

Joyousness comes from gladness, and this comes from doing. One who does not feel happy can bring himself into a happy state if he *will act happy*. Let our readers try and see. If some morning you feel down-hearted, go to the breakfast table with a happy face and a cheerful word to everybody. By no means let any one know that you are unhappy. Cover up a sad interior with a happy exterior. This is not hypocrisy at all. You have no business to air your griefs in public. It is enough

that you have them and know them. Doing good will bring feeling good. Happiness is more contagious than the small pox, and far better.

What we have said about home applies equally to a school. Here happiness is more catching than anywhere else, for children are naturally happy. This is, in brief, what we believe to be the truth. But under all is a good, contented heart. This is a most valuable possession. A good conscience! What is worth more?

TWO BOYS.

Let us follow two boys. Brown and Jones. Brown early in life finds his mother a widow. She determines that he shall be educated. He goes to school, thinks a great deal, and gains a fair knowledge of the subjects he is required to learn. Finally it is proposed to measure him up; he takes an examination. Let us suppose that it is for the civil service, and when the list is made up Brown is nearly the last on it; and of course his percentage being low his chances of a place are very poor.

Now let us follow Jones. Jones originally was no smarter, no abler than Brown, but his father planned that he should go to college from the time he was eight years of age; every effort was put forth to fit him for college, his teachers watched the examination papers of the year before, and carefully estimated the questions that would likely be asked of Jones and others. His pupils trained to answer these questions. He was quite successful in his predictions of the questions that would likely be asked; so that, when at sixteen years of age, he presented himself for college he was admitted.

Now supposing both of these boys to be of the same age; we find Brown and Jones under very different circumstances. Perhaps Brown is the best of the two, but as Jones has been coached for years for a specific purpose he gets along the best, and apparently is the best. But let us suppose that Brown instead of settling down into the position of working with his hands finds an occupation, and becomes a wide reader and student. Let us suppose that he continues this by himself for twenty years at least. Let us suppose that meanwhile Jones has graduated from college, and has taken up some profession or settled in some business. Let us look at each when thirty-five years of age or so, and what shall we find? Jones has fallen into a routine; because he was not an educated man. Brown has educated himself all the way along; his first failure was not really a failure. If he has not been handicapped by getting married too early he may have become a man of wide reputation, may have written books, and done and said things extremely valuable to the world. Jones from want of education has fallen into a routine, and will steadily deteriorate.

From this survey of things we can easily see that the teacher can limit his work to mental training, or simply store the memory. The examination tends to bring to the front those whose minds are well stored; it does not follow, however, that it brings forward those of the greatest brain power; such men are often down low in the list for examinations. There is an advantage gained by storing up facts, and a great many people suppose that the knowledge of these facts indicates the educated man, but it merely proves that the mind has been stored; it does not prove that it has been trained.

Among the so-called educated people the majority only possess stored minds. The average education of people only requires stored minds and powers of observation. This is especially true of teaching. The average teacher is a person of partially stored mind, and partial training in the trade of teaching. Teaching does not bring forward knowledge beyond the store on hand, and it is because the teacher rests satisfied with this, and does not become educated, that from his class discoverers, statesmen, writers, and great thinkers are not found. Teachers are apt to become routinists; they are not the men to succeed when disasters occur, when novel conditions are to be met. Though the one comes out best at an examination is the one who has facility for storing his mind with the facts required for that examination, we ask in conclusion, which is best, the storing of the mind or the training of the mind?

How shall we reform people? The Home for the Friendless in this city, has had more than 32,000 under its care. It opened schools, twelve in number, in the destitute localities of the city, which have the last year registered 5,627 pupils; average daily attendance, 2,145. Beside the usual primary studies, kindergarten, kitchen garden, cooking, and carpentering are taught. Why do these people take up manual training, do you suppose?

ENCOURAGE SELF-GROWTH.

By R. C. LINDER.

The pupil should be encouraged to gather materials that shall be *his own* and that shall minister to his growth. I remember, when a boy, visiting one who afterward became "my chum," Daniel J., who had been thus stimulated; he had a room where he studied and had put up shelves and had on them some books, some birds' nests, some butterflies, and some ores from a quarry near. How I envied that boy! It seemed to me that if I had such a room I should be perfectly happy.

I went home and got a little old table and brushed it up and carried it into the great garret; I had only a small dictionary, beside the grammar, arithmetic, and speller, but these I laid upon the table in pride. Now I suppose every boy feels as I did, but he needs to be started in his career. What shall he collect?

BOOKS.—The teacher should tell him what books are indispensable for a boy, and for which he should strive and save. These need not be numerous: they should, in my judgment, be mainly histories and biographies. Let every boy be encouraged to own books and be told what book to own.

APPARATUS.—Beside the inevitable jack-knife the boy should have tools. There are small boxes of tools. I have a *handle*, that has twelve tools in it, that is of great value. I remember, when I visited Daniel at another time, that he showed me how he had made a small steel drill out of an old file and a spool—it was a "fiddle-bow drill." What a delight it was to me to go up to the shop he worked in on rainy days! Yet he was a poor farmer's son—his father's house was a small unpainted one. It was not the possession of means that did it; he had an uncle who was a teacher in an academy and who came there in vacations—that was the secret. Now if the teacher encourages the use of tools, the making of apparatus will follow.

OBJECTS.—To gather flowers and press them and name them, is of great value to the boy. Pieces of newspaper may be used, but blotting paper is better. Let the collecting of these be carried on until a boy can say "I have one-hundred flowers pressed and named." Let minerals be collected, Indian arrow-heads, pottery, etc.

PHOTOGRAPHS.—Photographs of pictures of distinguished men can be obtained at small cost, and they help furnish a room as well as the mind.

From this it will be inferred that the teacher's main work is to *set the boy at work*, not to stuff him with facts. The hints above given apply as well to *girls as to boys*. If you ask any genuine girl whether she has pleasure in these things, she will unhesitatingly say, "Yes." In the work we have pointed out, the mind seeks to educate itself.

The plan of the teacher is to make these collections *educative*. To merely collect is often done and no results follow. If the teacher visits some one who has a room for himself, and who has made a collection, and tells the school about it, there will be a movement. The teacher's part is to direct, which is nominal.

HOW I WOULD TEACH NUMBERS.

NO. 1.

A great deal has been said about teaching numbers; but there is much more that needs to be said. Operations upon numbers are merely forms of thought; they show how we think and what we think. A great difficulty has been, that operations in numbers have been treated as facts in chemistry. We put, for example, some soda and vinegar together and an effect is produced. It is too much in the same way that operations in arithmetic are looked at. Addition is taught as a thing outside of the mind, so is subtraction, so is multiplication, so is division; whereas these are mental operations. Those that are on the slate are records of mental operations.

Let us look at our thinking with numbers:

John has four apples and his father gives him four more. How many has he then? We feel here that these numbers must be united; we think four and four together.

John has ten apples and gives four away. How many has he left? We feel here that these numbers must be repeated. We think four away from ten. John gets four apples each from his father, mother, and aunt. How many has he? Here, again, is a case of uniting numbers, we see; but it is *uniting sets of numbers*. Would it not be far better to talk of "uniting sets of numbers" than of multiplication.

Again, John has twenty-four apples and is going to

give four to each of his friends. How many persons? Here we see is a case of separating numbers; we must think twenty-four into parts: it must be separated into sets. It would be far better to talk of *separating numbers into equal sets* than to talk of division, long and short.

Again, John has twelve apples and he gives $\frac{1}{2}$ of them to his sister. How many does she get? Here is a case of *parting a number*, quite different from "separating a number into sets."

These five cases embrace the great bulk of the cases that come before the child. Problems in these five cases are solved by children of two years of age, provided the objects are before them. A child as young as two years has been seen to divide a dish of eight apples, correctly, among its father, mother, sister, and itself. Also when asked, with the same number of persons, "Give me my share of the apples," it went and selected two. It was an example in the fifth case, that of parting a number, the most difficult of them all.

There is another case which is common. John has eight apples, and James has four. James has what part of John's? This is a case of *comparing*. It is not very clearly treated in the arithmetic, and yet it is so common that it ought to be made clear to the child. We may as well term it at once, although the term is not a very good one, comparing or *Ratio-ing* numbers.

The child, according to the "Grube" method ought to be taught how to employ the numbers in all these six ways; thus, take the number ten, with blocks. First, say I have ten blocks. (Each pupil should have his own blocks.) They will take out ten. John gives me four more. (They take out four.) How many have I now?

Second: I have ten blocks. They will take out ten. I give four to John. How many have I left? (They will take away four.)

Third: I am going to give five apples to each of three boys. They will lay out three fives. How many is required?

Fourth: I take up twenty blocks and say: "I am going to give four of these to each boy. (They will separate them into sets of four.) How many boys?"

Fifth: I take twenty blocks in my hand and say: "I am going to divide these among two boys." (They separate into two sets.) "How many does each boy get? What part is ten of the whole? When we part these blocks in two equal parts, what is one part called?"

Sixth: Again I take six blocks in the left hand, and three blocks in the right hand. (They do the same.) What part of those in the right is those in the left? Again, how many times more are those in the left than those in the right? By this means these six operations, six forms of thought, should be exemplified by blocks, over and over, and over, and over.

I take up twenty blocks and say: "I am going to give four of these to each boy. (They will separate them into sets of four.) How many boys?"

The multiplication table is a statement of uniting numbers by sets, the division table is a statement of numbers separated into sets.

There should also be a table made by the pupils to show the parting of numbers, thus:

$\frac{1}{2}$ of 2-3-4-5-6-7-8, is what?
 $\frac{1}{3}$ of 1-2-3-4, etc., is what?
 $\frac{1}{4}$ of 1-2-3-4, etc., is what?

It may seem that this is a discussion of fractions, or that this is an anticipation of fractions; but children of three and four years of age talk of $\frac{1}{2}$ and $\frac{1}{3}$ very glibly. It is a form of thought which they are familiar; they should be shown the representations of these forms of thought.

Again, the pupil should make a table of comparisons of numbers, as: 2 is what part of 3, is what part of 5, is what part of 6, is what part of 7. 3 is what part of 4, is what part of 5, is what part of 6, and so on.

FRACTIONS.

There are forms of thought about numbers, that come from separating numbers into sets, or from comparing numbers; such as 4, is one half of 8. The pupil will need to know or see that a fraction may have several different forms; but be of the same value. This is a great foundation truth. After that there is nothing new in fractions.

We think of fractions in the same six ways already explained of whole numbers; that is, we think with fractions as we do with whole numbers, and only as we do with whole numbers. It is not a new field of thought. The old lines are gone over with. For example:

John has $\frac{1}{2}$ of an orange, and his mother gives him $\frac{1}{2}$ more. How many has he now? A case of uniting

numbers. And should the fractions be unlike, he simply makes them alike. Henry has $\frac{1}{3}$ of an apple and gives away $\frac{1}{4}$. How many has he left? A case of separating numbers. John gives $\frac{1}{3}$ of an apple to each of three boys. How much would he give away? A case of uniting equal numbers. John has $\frac{1}{3}$ of an apple and gives $\frac{1}{3}$ to each of his companions. How many are there? This is a case of separating numbers. John has $\frac{1}{3}$ of an apple and divides it among five boys. How much does each get? This is a case of parting numbers. John has $\frac{1}{3}$ of an apple and Mary has $\frac{1}{4}$ of an apple. How many times more has Mary than John? This involves the old case of so called division of fractions; but it is a case of comparing fractions, and is subjected to the same law of thought precisely, although the numbers are of different forms.

It must be noted here that the main difficulty is not the fault of the child, because he is familiar with these six forms of thought, but it is with the facts which represent his thought. It is to this point that the teacher must direct attention. An arithmetic properly written, and by that I mean an arithmetic based upon the laws of thought of numbers, would not be cut up into ten pages for addition, and ten pages for subtraction, and ten pages for multiplication, and ten pages for division; and then ten pages for the description of fractions, proper and improper, and so on; and ten pages for the addition of fractions, and ten pages for the subtraction of fractions, multiplication of fractions, division of fractions, with a variety of cases. They would simply present to the child opportunities to exemplify the laws of thought of numbers.

As there is no arithmetic that does this, the teacher must himself look into the child's mind and see the existence of these laws and govern himself accordingly.

PESTALOZZI'S EDUCATIONAL PRINCIPLES.

By ALEXANDER HERDLER, Dobbs Ferry, N. Y.

Little Switzerland may well be proud of having produced a teacher such as Pestalozzi, for he taught not only his generation, but all following generations. What an example of absolute self-abnegation he set! He was not ashamed to play with children, nor unwilling to suffer with them. He was always full of an affectionate sympathy that is sure to open the heart of a child. Through this sympathy he learned the nature of the juvenile character, and the best means of training it. If he had not been such a great friend to his pupils, he would probably never have discovered those educational principles and their application, for which he is famous.

In his book "How Gertrude teaches her Children," he sets forth these principles. He announces that the teacher is to proceed from the easy to the difficult. This principle had already been advocated by Comenius, but through Pestalozzi it found universal application.

He insists that children must be led to observe things in nature and the features of human life, because observation is the foundation of mental work. By observing what they can see, hear, feel, smell, and taste, they acquire a large stock of ideas which they strive to express in words. In this manner language is gained.

The using of the senses to observe nature and human life is the true way of acquiring the fundamental facts of every science.

When his pupils had been sufficiently trained to observe what nature and human society show us, Pestalozzi proceeded to measuring and drawing things. The children thus learned counting and reckoning. The drawing of primitive objects is a good preparation for writing. This is the same principles which Comenius expressed by saying: "Teach words and things, hand in hand."

When his pupils understood the meaning of words, and were able to draw objects and to enumerate them, Pestalozzi took up writing. Next he made them count things and then to write words and sentences. Finally, they solved arithmetical problems, always requiring them to think for themselves.

Pestalozzi aimed to train the character. His was the desire to train the whole child. Pestalozzi discarded the then usual way of treating children roughly; instead he evinced a sincere sympathy with them. He sought to win the hearts of his pupils and to shape their character. He saw that the more children like the teacher, the more readily do they follow his directions.

Pestalozzi followed in his work the course of nature. The nature of the child was looked into, and the method adapted to its requirements. What a change he effected! Children are no more taught what they cannot under-

stand but such objects are first treated as lie in the child's intellectual horizon. There is a tendency to call forth the facts of the child's own observation. The pupil is led to independent thinking which greatly stimulates study. The present methods employed in our schools were originated by this Swiss teacher.

FIRST GRADE QUESTIONS.

HISTORY OF EDUCATION.

1. How has the education of the Chinese differed in principle, from that of nearly all other nations?
2. What was the central thought of the old Persian educational system?
3. What that of the Athenians?
4. " " Spartans?
5. " " Egyptians?
6. " " Old Romans?
7. " " Later Romans?
8. " " Early Christians?
9. " " Later Christians?
10. What do we now consider a good education to be?
11. In what respects is our educational ideal changing?
12. What was the motive of Comenius?
13. What aid did he get from the ideas of Ratch?
14. What was the motive of Pestalozzi? What of Froebel?
15. What sort of an education did Rousseau approve of?

PSYCHOLOGY.

1. What is the earliest sign of intelligence manifested by a child?
2. What faculties of a child come to their maturity first?
3. State the steps in the mental growth of a child's mind.
4. What studies are best adapted to the mind of a child six years old?
5. Give examples of good generalization and state how it can be taught.
6. What is the imagination? How strengthened?
7. What principle in teaching must be observed in training the memory?
8. What in training the judgment?
9. What is meant by the "harmony of mental action"?
10. Should all the powers of the mind be strengthened alike, and with equal care?
11. What relation has mental action to moral power?
12. Can a teacher succeed without a knowledge of psychology?

METHODS.

1. What is a method? How different from a device?
2. What is a principle? Name two.
3. What is meant by "from within outward"?
4. Is this sound: "There is but one good way of teaching?" Explain and illustrate.
5. How can it be known that the teacher is giving too much? How too little?
6. Can morals be taught without religion? Give reason. What is right? What is wrong?
7. Why should a child be truthful?
8. Give a principle underneath the correct teaching of reading.
9. Give one under the correct teaching of geography.
10. State a fundamental principle of school government.

SYSTEMS AND LAWS, ETC.

1. Have we a national educational government?
2. From what source does educational authority come?
3. Who make our school laws?
4. How many times should a teacher be examined? On what subjects?
5. Who should punish a pupil? Why? When? How?
6. Name six standard educational authorities.
7. What is the best educational history in print?
8. Name a few benefits that come from the studying of educational history.
9. State the advantages that come from permanency. State some disadvantages.
10. Name one particular in which our state systems differ from all foreign systems.

SCHOOL MANAGEMENT.

1. Is whispering to be regulated or suppressed?
2. To what extent should leaving the seat without permission be allowed?
3. Give the best way of getting at the amount of absence and tardiness of pupils.
4. How can the teacher regulate the habit of pupils talking about other pupils' sins?
5. How much studying out of school hours should be encouraged?
6. What is the best method of assigning lessons?
7. In what way can tidiness be encouraged?
8. If pupils are impolite, how can they be made polite?
9. What value is there in evening spelling and singing schools?
10. How can parents be shown the value of better methods?
11. If parents encourage irregularity, how can they be reached?
12. What is the value of an examining committee, composed of persons not in school work?
13. What is the comparative value of oral and written examinations?
14. What is the difference between a proper and an improper school incentive?
15. Has the lecturing method of teaching much value in it?

THE SCHOOL ROOM.

The subjects for this week are *BRICKS* and *DOING*; under these heads the Teaching of Morality, Experimenting and Drawing, etc. are discussed.

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OBSERVATION LESSONS, WITH SIMPLE EXPERIMENTS.

By JOHN F. WOODHULL, Professor of Natural Science in the New York College for the Training of Teachers.

IV.

"CHALK-GAS."

The gas driven from chalk by heat in experiment 1, the gas from the lungs used in experiment 3, and the gas obtained by treating chalk with an acid in experiment 6 is one and the same. We call it "chalk-gas" for the present, because the children appreciate best that name. And, since it is the only gas known which will turn lime-water milky, lime-water is used to test for its presence.

After we have discovered a few facts it is very important that we should learn to put them together to see what they teach. For this purpose it is exceedingly convenient to group the facts together by a sort of shorthand method thus: Chalk = "chalk-gas" + lime.

Lime-water is merely lime dissolved in water.

Lime-water + "chalk-gas" = a white substance like powdered chalk. Is it chalk? If so it will dissolve in an acid, and give off a gas as in experiment 6. This was tried in experiment 5 and found to be a fact.

Experiment 7. We collected a one-ounce, wide-mouthed bottle full of chalk-gas in the manner described in experiment 6, and after filling it a little more than half full of lime-water, covered it air-tight with the palm of the hand and shook it vigorously. The hand was strongly sucked against the mouth of the bottle showing that the lime-water absorbed the gas, leaving a partial vacuum inside. The liquid became turbid with white flakes, and the action which took place is well represented by the equation "chalk-gas" + lime = chalk. Even algebra becomes interesting to children when derived from experiments, and the following transpositions are readily understood by them.

Chalk = lime + "chalk-gas"; chalk - "chalk-gas" = lime; chalk - lime = "chalk-gas," etc.

Experiment 8. We again filled the bottle with "chalk-gas" as in the last experiment, and after adding a very little lime-water, shook it slowly and observed carefully. At first it became milky, but immediately cleared up. We added a little more lime-water and shook again with like result. And each time this was repeated it cleared up until the bottle was somewhat more than half full of lime-water when it remained milky. We rolled a strip of paper into a tube, a "lamp-lighter," and by using this caused "chalk-gas" from the breath to bubble through the liquid for a long time. This caused the liquid to clear up again.

Experiment 9. We filled the bottle with "chalk-gas" again, and then filled it about one-third full of water, and placing the palm of the hand tightly over the mouth shook it hard. It was evident that the gas is absorbed in water. We then scraped a very little chalk into it and shook it a long time. At first there was a milky appearance, but finally it cleared up. It was evident that water, which had absorbed some of the gas, was capable of dissolving chalk. And this makes clear what happened in experiment 8. At first chalk was formed, but when more of the gas was absorbed by the water the chalk was dissolved. Our conclusion is that water and chalk-gas is capable of dissolving chalk.

Experiment 10. We stirred a piece of soap about in the clear liquids finally obtained in both of the last experiments, and after waiting a few minutes curdy flakes appeared floating about in each of the liquids. And we found that it was not easy to make a lather with soap in such water. Some of the children said it was *hard water*, and told of vacation trips when they had first learned of hard water. Many of the children, however, knew nothing of any such thing.

Hard water is water which has absorbed "chalk-gas" and dissolved chalk or hard water = water + "chalk-gas" + chalk.

Why "chalk-gas" should enable water to dissolve chalk is a mystery. So also it is a mystery that some things dissolve in alcohol and not in water, and that heat enables water to dissolve more of sugar, but not of salt.

"Hard water" will form the subject of the next paper.

TEACHING HONESTY.

AN INCIDENT.

Miss Williams found herself one Monday morning in the presence of two boys who had been persistent liars. This fact she now knew. For many weeks she had suspected that such was the case, but this morning she was positive. The circumstances were these. Friday morning one of these boys, James, had brought a note which he said was from his mother, asking that he might be dismissed at two o'clock for the purpose of helping her. She let him go as requested, but on Sunday she learned that he went fishing, and didn't reach home until late. On Sunday at church she met the mother of James who in a casual manner said that she had been absent from town a week, and only returned home Saturday evening. The facts concerning the other boy, William, we have not space to mention, only to state that William did not go to school at all on Friday and was seen with James in the evening. She concluded that he had been with him during the day. These facts were before her and now the question was, what to do? To make the matter worse, she discovered that the pupils knew that those boys were liars, and some of them had been heard to call them "smart," although one girl had said publicly that they were getting to be pretty "tough" fellows, and she would have nothing to do with them. She concluded that she must make both of these boys stand before the school self-confessed liars. How to do it was the question, and it was a hard one. Her object was to teach the school a lesson in honesty they would remember, and that the school would profit by. She made up her mind to give a public lesson on "fishes," and "fishing." This she announced for Tuesday, and asked all the pupils to be prepared to help her. She said she would have a live fish in a jar of water brought into the school-room, also a dead fish to cut up for study. The pupils looked forward to the lesson with great interest. The teacher also said the pupils might invite their friends and parents to come in at that time, and sent a special invitation to the mother of James. Tuesday afternoon came. Several visitors were present, and the lesson commenced. The school soon became much interested. The various parts of a fish were examined—its tail, how it moved and why—its fins, where they were placed, and for what purpose—its eyes, how they were protected and if they moved in their sockets like ours, and why, its eyelids if any, and how the eyes were set in the head, its teeth, for what they were used—its digestive organs—its air bladder, why it was in the body, and how it worked. All these and other points were touched upon. The whole school were intensely interested, and the visitors learned as much as the scholars. The last subject taken up was the habits of fish—what they ate, how they got their food, and why they often jumped at a hook out of the water—why some fish were caught with worms and others with flies. At last she led the pupils into a discussion about the best ways of catching fish. In the heat of it William raised his hand and showed great earnestness. "What do you wish to say?" asked the teacher. "I know that fishes will jump at flies on a hook clear out of water, for I saw James catch one that way last week Friday. The hook didn't touch the water at all and he caught a big one." This was the climax. "When did you say," asked the teacher, "Last Friday," shouted William. "Who caught the fish?" "James, I saw him." This was enough. The evidence was all in, and it only remained for the jury to bring in a verdict. The lesson was soon ended, but both James William, and the school, were taught a lesson they never forgot.

A HALF DAY IN MY SCHOOL.

By G. F. A.

8:55. The bell was rung by one of the pupils.
9:00. The pupils were in their seats; rather noisy, but full of good spirits. To settle them we sang "My Country, 'Tis of Thee."
9:15. Third reader class came up; all long words had been written on slates. Each one pronounced one word. (If he hesitated the one below did it and took his place). Then each pronounced two words. Then each read until some one detected an error; if right he "went up." Then I gave some hints. Then the "story" was told.
9:30. The Fourth reader class came up next. The first one pronounced one word, the next another, and so on. Then each pronounced two words, etc. Then they read in concert. Then one read until he made a mistake. Then synonyms of some words were given. The

backward ones read the whole lesson. One of these promised to read aloud at home for ten minutes.

9:45. The Fifth reader class had a selection from the "Forest Hymn." They had been at work on this piece for three days; spent some time in pronouncing words, and giving their meaning. We read in concert; synonyms were given also.

10:00. The history class had drawn a map of the Colonies, on which the movements of the armies were traced.

10:15. The writing class analyzed *y*; it comes below two spaces; then *y* was written off as I counted—swing, one, two, three, swing, etc.; this to give freedom of movement. Then *young* was written over and over until it was well done; probably fifteen minutes was spent on it. Then they used their copy-books.

10:45. Recess fifteen minutes.

11:00. Fifth class. Examples in addition and multiplication were given; one pupil put them on the black-board, and united them rapidly; all who agreed rose. Then I ascertained who were wrong, and called some of them up to add. Some examples in multiplication were taken up. Then practical examples were given.

11:15. Fifth class; had examples in square measure. Practical examples were given, and they say "we can plaster a house correctly every time."

11:30. The seventh class took up $\frac{1}{4}$ divided by 2. This was exemplified by folding paper.

11:45. The eighth class is in decimal fractions.

12:00. Singing "Lightly Row," and marching out.

During these exercises I ventilated the room several times. Two visitors came in, and I was pleased the pupils did not stare at them.

One boy pulled a slate from another, and to get even he was struck on the head. When I talked with him he said "he would let no one take away his things without resisting; it was right." I gave him a seat in front, and went on with the studies. When he had cooled down I took up the matter, and asked the school what they thought of it; all disapproved. He said he was wrong, and then I called up the other boy who had pulled away the slate, and that was discussed considerably, and he admitted he was wrong. Then I asked, What shall be done? and submitted the matter to five pupils to report to-morrow. (It is well to be in no hurry.)

Seven boys and three girls came late (two of the former came from quite a distance); they had no excuses; they will bring them to-morrow. I did not keep them in, feeling it was the parents' fault. I look over now four weeks' of work, and see that the pupils who love to come to school work hard while here, are generally quiet and obedient, and very anxious to help. This seems encouraging, but I lack a helper and apparatus. Still we are in the right track, I am certain.

LESSONS IN MORAL TRAINING.

By EMMA L. BALLOU, Jersey City, N. J.

KEEPING PROMISES.

Teacher.—You have learned about promises that you ought not to make, and about promises that you ought not to keep; you think then it is necessary to make promises?

John.—Yes, ma'am. When a man rents a house he has to promise to pay the rent. (This may be extended.)

Teacher.—Do children ever have to make promises?

Nellie.—Yes, we have to promise sometimes.

John.—I think we have to make a good many promises.

Teacher.—When you have made a right promise you ought to keep it as much as your parents keep theirs, you think?

Nellie.—I think we ought.

Teacher.—Even if it is very hard to do so?

Nellie.—Yes, I think we ought.

Teacher.—Ralph Curtis was a fatherless boy. When he was fourteen years of age, he thought that he ought to leave school and help his mother support the family. He heard of a place that seemed to be just what he wanted. He applied for it and was told that he could have it if he could bring the right kind of a recommendation.

"Mr. Clapp will give me a recommendation," said Ralph to his mother. "I will go for it at once."

Charlie Clapp, who was Ralph's most intimate friend, met him at the door, and the two boys went to the library where Mr. Clapp was reading, and Ralph told his errand.

"I will give you a recommendation, with pleasure," said Mr. Clapp kindly, "because I know that you deserve it. But I cannot write it just now. Charlie can take it to you, in the morning."

"Of course I can, I shall be glad to do it," cried Charlie. "How early do you want it?" "I shall want it at eight o'clock," replied Ralph, "but you needn't bring it to me, I will come after it myself." "Oh, no," cried Charlie, "I will take it to you. You have a good deal to do in the morning, and I have nothing. I promise to take it to you in time."

The next morning Charlie started off with the letter in his pocket. On the way he saw his Uncle Charles in a carriage driving two beautiful horses. His uncle asked him to ride. Charlie thought of his friend, thought of his promise. But he shut his mind to the voice of conscience, sprang into the carriage, and drove away. To quiet his conscience he said to himself, "I will take it to him as soon as we get back."

Did Charlie do wrong when he broke his promise?

Harry.—I think so.

Teacher.—But he didn't know about the ride when he made it. Was not that a good excuse for breaking the promise?

Nellie.—No, ma'am.

Teacher.—Do you think you ought to keep a right promise, if you can, even if it is very hard to do so?

Nellie.—Yes, I think we ought.

Teacher.—Let me tell you how this story ended. Ralph rose early that morning and did all his work quickly; he was so anxious. Then he decided not to wait for Charlie, but to start for Mr. Clapp's at once. He was a little surprised not to meet him. Mrs. Clapp told him that she had seen Charlie drive away with his uncle less than a quarter of an hour before.

"Perhaps they have driven to our house," said Ralph. "I am sure he will be there with it, for he promised me he would. I'll go right back."

He hurried home and waited two hours, that seemed like two weeks, and then Charlie came and gave his miserable excuse. Ralph rushed away to Mr. Congar with the recommendation, only to be told, as he had feared he would be, that he was too late. The place had been filled by a boy who was "on time."

When Charlie knew the result of his wrong-doing, he was very unhappy, for he was a kind-hearted boy. He begged his father to get another place for Ralph. This he did in time, but it did not make up to Ralph for his disappointment.

Charlie never forgot the wrong he had done his friend. It made him very careful about keeping his promises. What do you think of little promises? Is it wrong to break little promises?

Fred.—I think it is wrong.

Teacher.—Suppose that I am obliged to leave you alone for a short time, and ask those who will try to do right while they are alone to raise their hands. Do those who raise hands make a promise?

Nellie.—Yes, ma'am, they do.

Teacher.—They ought to keep such a promise, of course.

John.—So that people will trust them.

Harry.—If we keep all our promises now, we will get in the habit of keeping them, and will do the same when we are grown up.

Fred.—We ought to keep them because it is right.

Teacher.—Those are good reasons.

LESSONS OF AN INCIDENT.

My assistant teacher had dismissed the girls of the academic department one afternoon, and came to me with the information that Jennie B——'s over-shoes were missing. A careful search did not result in discovering them; in their place was a pair of old, worn-out shoes utterly good for nothing. Jennie had just bought a new pair of rubbers, and was obliged to walk home in the snow with thin kid shoes.

The next morning I spoke of the matter to the assembled girls, some sixty in number. I could not believe it was a case of theft, because nearly all of these girls were in the Sunday-school, and about thirty in my Bible class. So I spoke of the need of care, and that for want of it a pupil had walked in the snow and had taken a hard cold and was absent. The one who owned the old shoes should claim them at once, and then the new shoes would appear. At noon my assistant expected the new shoes would be found in the cloak-room, but there were the old shoes as before.

Then I knew it was a theft. I addressed the girls again, and advised the return of the shoes. Whoever has taken them has yielded to temptation but she can now easily go back; let her do so at once. It is true we may not know who it is, but she will know. Think how she will feel day after day, as she puts those shoes on

and off. The words "they are not mine" will be in her mind, so that she will almost utter them. She is here. She has read the Bible with us and sung our beautiful hymns. I am sure she will not want those shoes, that she will leave them. But I should like to have her come and see me, that I may tell her that I sympathize with her, and that I know she will bravely resist the next temptation.

As I anticipated, Jennie came in to say the shoes had appeared. This was duly announced to the school. A night or two after a timid knock was heard at my door, and one of the young ladies of the school came in. In a few moments she burst into tears, saying, "Miss L—— I was the one. I took the shoes. I don't know why I did. I need not to have done it; my father is able to buy all the shoes I need."

I learned from this always to leave the door open for a returning prodigal, and always to welcome him when he comes. There is a time when temptation comes to all; all are weak. The effort of the teachers should be to strengthen the weak ones, to encourage them to resist; never to put difficulties in the way of their return.

MAKING THINGS.

The habit of making things, both useful and ornamental, is excellent. It is not only educative, but practical as well, and practical in the very best sense, for it unites thinking with the useful. It is not possible to indicate even a part of the things that can be made, in a short article, but we can suggest but two.

First, *ornamental cards*. These can be made of many shapes and sizes. They should all come from the pupil's own mind. The suggestion must come from the teacher, but the work must come from the scholars. Many cards are now made for display on the walls of rooms, or to lie on tables. These can be fringed with ribbon, or fine papers of different colors. In the center is often placed a photograph, or a small engraving. Around this is frequently painted a trailing plant, or a wreath of flowers. This requires skill, but if pupils are encouraged to try, teachers will be astonished to find how much talent will be shown. The first thing to be done is to induce the pupils to try, and then give them good ideals. At first a few cards are shown, easy to be imitated. These are given as models. Then others, a little more difficult, and so on and on until the brain and hands have commenced work in earnest. Our store windows are just now full of cards of all sorts of shapes and colors. The making of most of these is within the easy reach of our more intelligent pupils.

Second, *scroll sawing*. A few years ago much was made of this work, and now many kinds of simple, cheap, and good saws can be bought at almost any variety store. Small boxes can be made that will be both useful and ornamental. These can be finished in various ways, some with paint and varnish, others with paper put on with a thin glue. A hundred different shaped boxes could be indicated, and then the list of possible forms within easy reach of any school boy or girl would only be commenced.

These are but hints, but progressive teachers will make use of them, and gain great interest and wonderful profit by applying them in this work.

A LESSON ON FLOUR.

We suppose that the teacher has told the pupils beforehand that he will give a lesson on flour, and asked them to bring some to school. Each child comes to the recitation with some flour in a little box. The teacher proceeds to ask questions about it; she writes on the blackboard the words:

THE QUALITIES OF FLOUR.

"You may look at the flour and tell me about it."
"It is white."
"You may feel of the flour and tell me about it."
"It is soft."
"Can you tell me something else? Take some between the thumb and forefinger."
"It is smooth."
"It is fine."
"Taste it and tell me about it."
"It is sweetish."
(These questions can be extended to any length.)

WHAT IS FLOUR MADE OF?

"Can you tell me what flour is made of?"
"Wheat."
"I have some wheat here. Look at it and tell me where we get it."
"It grows."
(This may be extended.)

WHAT IS FLOUR USED FOR?

"What use do we make of flour?"
"We eat it."
"Do we eat flour?"
"We eat it when it is made into bread and cake."
(This may be extended.)
"Tell me the principal thing besides flour in bread-making."
"Yeast."
"To-morrow Annie may bring some yeast. I will mix it with the flour, and let it stand in a warm place. We will look at it and see what change has taken place."

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work, in geography, history, etc. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

THINGS TO TELL PUPILS.

Tell your pupils about the origin of pictorial writing. When Darius invaded the country of the Scythians they sent him presents of a bird, a mouse, a frog, and five arrows. Darius thought this meant the surrender of Scythia, both land and water, to the invaders. This was his interpretation, because he said the mouse inhabits the earth, the frog the water, the bird resembles the horse, and the arrows mean a surrender. But Gobryas, a Persian said, "Unless, Persians, ye can turn into birds and fly into the sky, or become mice and burrow under the ground, or make yourselves frogs and take refuge in the fens, ye will never make escape from this land, but die pierced by our arrows. These creatures were probably sent to Darius pinned to a board, because this was easier than to draw them. Symbolism by means of objects was earlier than symbolism by means of writing or drawing. The earliest letters were therefore hieroglyphics, used 4,800 B. C.

Tell them about the frequency of thunder-storms. A German paper gives these statistics about thunder-storms in different parts of the world: Java has thunder-storms on the average 97 days in the year; Sumatra, 86; Hindustan, 56; Borneo, 54; the Gold Coast, 52; Rio de Janeiro, 51; Italy, 38; West Indies, 36; South Guinea, 32; Buenos Ayres, Canada, and Austria, 23; Baden, Wurtemberg, and Hungary, 22; Silesia, Bavaria, and Belgium, 21; Holland, 18; Saxony and Brandenburg, 17; France, Austria and South Russia, 16; Spain and Portugal, 15; Sweden and Finland, 8; England and the high Swiss Mountains, 7; Norway, 4; Cairo, 3. In East Turkestan, as well as in the extreme north, there are very few thunder-storms. The northern limits of thunder-storms are Cape Ogle, northern part of North America, Iceland, Novaja Semelja and the coast of the Siberian ice sea."

Tell the pupils that the present system of Life-Saving service was established in 1871, and since then has saved vessels and cargoes to the value of nearly forty-eight million dollars, and has rescued about thirty-five thousand people. The service has charge of two hundred and eighteen stations, through which during the last fiscal year, there were rescued six million dollars' worth of property, and over six thousand lives.

Tell them that the banana plant is being used to make paper. It is found to contain a greater quantity of the pure fiber than any vegetable product used in the manufacture of paper. Each plant produces but a single bunch of fruit, then dies; but from four to ten young plants spring up from its roots. It is very easy of cultivation, and has long been used by the tribes of Central America in the manufacture of domestic articles.

Tell the pupils that this is the only great country which has but one language. In England the native of Cornwall cannot talk with a Yorkshire man. The shepherd of the Ligurian Apennines can overlook six provinces where as many different dialects are spoken, none of which he can speak or understand. In Germany one finds a decided difference in the dialect at every few miles. But in this country, from Maine to Florida, and from ocean to ocean, there is but one language.

Tell the pupils about a young naturalist, in Atlan'a, Ga., who spends his afternoons in foraging for bugs and lizards. These he puts in his pockets. He can fish up from the depths of his trousers pockets many and varied specimens. His teacher took an inventory of the bugs and other animals found in his pockets one day, at one time. There were several varieties of beetles, pigeons with broken wings, English sparrows, butterflies, devil-horses, slugs, snails, earthworms, lizards, a snake or two, a frog, damp and cold. Children who show at so early an age so decided preferences for animal and insect life, if they have even average abilities, will do great things by and by, if they are properly educated. But all need education; mere wildness is not the thing. A love for nature is a great endowment.

Tell them about the president's private flag. Besides the regular American flag there is an official flag that the president alone is authorized to use, and which is

never displayed except in his honor. The flag is dark blue, with a white eagle, with outstretched wings and holding a shield in his claws. Above this eagle and between its wings are seven white stars, and beneath it, half on each side, are six more, the thirteen being emblematical of the original states. This same design was the official flag of President Washington, and it has not been altered to the present time. During President Harrison's recent visit to New York it was hoisted on every building he entered for any length of time, and taken down as soon as he left.

Tell them how the heart works. A medical periodical gives the following estimate of the work of the heart in mileage: Presuming that the blood was thrown out of the heart at each pulsation in the proportion of sixty-nine strokes per minute, and at the assumed force of nine feet, the mileage of the blood through the body might be taken at 207 yards per minute, 7 miles per hour, 168 miles per day, 61,320 miles per year, or 5,150,880 miles in a lifetime of 84 years. The number of beats of the heart in the same long life would reach the grand total of 2,869,776,000.

Tell the pupils to train their left hands. Many are the advantages missed by a non cultivation of the left hand. Occasionally an artisan is seen who is equally able to handle tools with either hand. Such a one has constant advantage over his fellows, not only in the avoidance of fatigue, but in doing nice work and overcoming with ease difficulties that present themselves to those skilled only with one hand. The man who can use a hammer or a knife, or a pen, or perform any other feat with the left hand, at the same time that the right is busy, will find frequent occasions to exercise his skill. Another and important reason for training the left hand to act with as great ease and precision as possible, is that if injury occurs to the right hand, the left can readily exercise all the functions possible to one hand unaided.

THE German Reichstag corresponds to our Congress. It is considering the subject of labor; the hours are not to be over 11 in a day, every kind of labor to be suspended on Sunday, and children under twelve years of age not to be employed in factories; between twelve and fourteen years, not over 6 hours a day, and children between twelve and thirteen to go to school 3 hours a day; no women to be employed in mines. It appears according to statistics that in Prussia 500,000 men labor on Sundays, and that children and youths work in brick yards 16, 17, and 18 hours a day, and that the number of child laborers in Germany has increased in the last two years from 155,000 to 192,000.

WE have given in the JOURNAL some things about Emin Pasha. We have no doubt that there are teachers who are saying, this country is not interested in him at all. Let us add something more and see; it will be remembered that we said that his load of ivory had been captured. This news had a surprising effect upon billiard-ball makers. The price of these balls has gone up to \$32 for four balls; they used to be bought for \$34. Only a certain part of the elephant's tusk can be made into balls. This is cut into square blocks and turned into spheres; if it is imperfect in the least the ball will crack when turned, or when it is seasoned. Emin's store of ivory tusks had been accumulating for years. It was estimated to amount to \$300,000. Three loads have been sent from the Congo to America. The last shipment was thirty tons.

ROBERT BROWNING possessed a personality that has made him quite famous in the world. He had the gift of reaching and interesting a wide audience. It is the opinion of those who have studied his life with care that his early education was quite defective; and he strove to make amends for it, and in his later life his literary compositions became classics; he had a rambling, aggressive habit of thought, underrating the value of style. In early life he lived at Camberwell, and was in an humble walk of life. His father was a bank clerk. His training was wholly drawn from modern literature. From this came to him a certain stamp of culture. After many struggles and a long life, he stands in the front rank of the poets of the Victorian Age. The "Pied Piper of Hamelin" and "How they brought the good news from Ghent to Aix" have been recited in almost every school. He never seemed to be able to write a song nor construct a play; but to describe single characters and to write their inner nature, who excels him? He possessed what has been called the "historical imagination"; he could bring the remote past before us. He seemed in his later years to be able to think in Greek.

STORIES FOR REPRODUCTION.

ADVANCED.

When reading these stories to the pupils care should be taken to speak very distinctly, but read them only once. Be sure that the pupils bring out the moral of the story.

KATIE'S DISAPPOINTMENT.

Katie had been looking forward to her birthday. She was going to be nine years old, and her mother had promised her that she should spend the day with Uncle James. If you knew what a nice place Uncle James' farm was, you would not wonder that Katie wanted to go. They had horses and cows and all kinds of fowls. Besides, Uncle James was very kind, and he allowed Katie to ride on the hay wagon. But poor Katie did not go on her birthday. She spent that day and many other days in bed. She caught the measles, and she was very, very sick. "Be my good, brave little woman," said papa, "and don't complain. Then when you are well again, something very nice will happen to you." Katie thought a great deal about that promise of her father, and when she was well again, something nice did happen; this is what it was. Katie's papa took her to Uncle James', to spend a whole month on his farm. You may be sure that she enjoyed that month. And she was glad that she had been so patient while she was ill. It is always well to be patient.

MAMIE'S BAD DAY.

Everything seemed to go wrong that day! Mamie said at night that it was the "worstest day she ever saw." That is a funny word, but Mamie was a very little girl, and she did not always get the words right. To begin with, she was late at school, and then she missed in her lesson. On her way home she fell down and tore her frock, and just before supper she broke Polly Ann, her favorite doll. "It has been a bad day, mamma," Mamie said, when she went to bed at night. "Poor little girl," said mamma. "Now let us see whose fault it was that the day was so bad. I know a little girl that slept too late this morning. The same little girl forgot to study her lesson last night, and so missed it this morning. Besides, her mamma has often told her not to run over the rough stones. If she had minded her mamma she would not have fallen down and torn her frock. She broke her doll because she set it up in the tree, when the jarring of the branches made it fall. So you see one little girl was to blame for the bad day." Mamie nestled down under the bed-clothes; she knew who the little girl was.

THE RED APPLE.

Nellie's mother had told her not to go into the store-room. Nellie did not always mind, I am sorry to say. One day the door stood a little ajar. Nellie peeped in. There were so many nice things on the shelves that she thought she would just look at them. She would never take anything! O, no! She would just touch the red apples in the fruit dish. She touched one, and it felt so nice and smooth that she couldn't bear to put it back. Soon there were some little white teeth in the apple, and then before long the apple was gone. Poor Nellie! The last bit was hardly swallowed before she began to feel very badly. She was not ill, but she was so very, very sorry that she had disobeyed her mamma. She thought she would not tell, but the clock seemed to say, "Nellie stole an apple, Nellie stole an apple." At last she went to mamma's room and told her the whole story. Mamma forgave her, but she was very sorry. "My dear little girl," she said, "I would have given you the apple if you had asked me. Do you know why you feel unhappy? It is because you did wrong."

THE CRUEL BOY.

Jack Adams would pull the wings from flies, and cut the legs from frogs. He would tease his sister's pet kitten till both kitten and sister cried. His papa had punished him, but it seemed to do no good. One night Jack tied a kettle to a dog's tail. He thought it was very fine sport to see the poor dog try to get loose. He did get loose after a while, and then Jack tied the kettle fast again. The dog did not like this, so he bit Mr. Jack's finger. Jack let the dog go then. He ran home crying, and asked his mother to tie up his finger. She did so; then she asked, "How did your finger get hurt, my son?" Jack looked on the ground. O, how he hated to tell! He knew that his mamma would find out that he had been teasing the dog. She was very much ashamed when she heard the story, and she told Jack that she hoped it would be a lesson to him. Everybody that saw his finger tied up in a rag, asked him how he hurt it, and he had to tell what he had done. For some reason he stopped tormenting animals; perhaps it was a good thing that the dog bit him.

CURRENT TOPICS.

Under this head will be found a summary of important events, of discovery, of invention; quite a survey of the world—especially the civilized world. See also narrow columns.

TROUBLE IN BRAZIL.—Serious trouble is reported in Brazil. Mutiny against the republican leaders broke out at Rio de Janeiro. Many arrests were made, and all cable dispatches were carefully inspected by the government. There is no hope, however, of Dom Pedro regaining his power. Tell what happened recently in Brazil.

ANOTHER AFRICAN RAILROAD.—A French and Belgian syndicate will build a railroad from a point on the Lower Congo river to the French Congo possessions. What do you know of the Congo river? Tell about Stanley. What effect will railroads have on Africa?

INFLUENZA.—France, Russia, and other countries of Europe have been suffering from an epidemic of influenza. The doctors say it is a harmless malady.

PROCLAIMED KING.—Mulleton has been proclaimed king in Samoa, and has been formally so recognized by the consuls. What about the recent trouble in Samoa?

AMERICAN SHIPPING LEAGUE.—A league of those interested in the extension of American shipping met in Boston. Several members favored the granting of government subsidies to encourage the building and owning of ships for ocean traffic. The coast traffic is already prosperous. What is a subsidy? What are the leading commercial nations?

STANLEY BANQUETED.—Henry M. Stanley was banqueted by the British consul at Zanzibar. He warmly praised the Zanzibaris who accompanied his expedition. When all the members were starving in the forests, these Zanzibaris collected food, which kept the Europeans alive. Through what parts of Africa did Stanley travel? For what purpose?

AN INDIAN CLAIM.—The Cayuga Indians of Canada have brought suit against the members of that tribe in New York for their share of money paid for land by the state of New York. The witnesses said that the original silver medal, which was presented by George Washington to "Chief Fish Carone" for services in the Revolutionary war, is now and always has been, in the possession of the Canadian chiefs. Where did these Indians once live? What tribes composed the "Five Nations"?

STEAMERS SUNK.—The *Leerdam*, bound from Amsterdam to Buenos Ayres, and the *Gavequansia*, bound from Calcutta to Hamburg, collided December 18 in the North Sea, and both sank. All the passengers were saved. Trace the routes these vessels took.

THE CRONIN VERDICT.—The Cronin jury recommended that three of the prisoners be sentenced for life, one for three years, and one acquitted. The court sentenced the prisoners accordingly. What do you know of this case? What gives it national importance?

EARTHQUAKE IN SPAIN.—An earthquake shock was felt in Granada December 15. At one theater the people fled panic-stricken from the building. The damage was slight. Tell about some destructive earthquakes.

SIOUX CHIEFS WANT SCHOOLS.—A number of Sioux chiefs were received by President Harrison at the White House. Gall, the leader of the Custer massacre, was one of the party. Speeches were made by John Grass and American Horse. "Give us schools at home on our lands for our children, and they will not die," said American Horse. Describe the Big Horn battle.

IRISH LANDOWNERS.—The convention of landowners at Dublin denied that they aimed to hamper the tenants. A resolution was adopted against the making of the sale of land compulsory. What about the Irish land system?

PORTUGAL AND ENGLAND.—Major Serpa Pinto has invaded and conquered the Makolodo territory, a district under British protection in South Central Africa. The district claimed by the Portuguese includes the whole of the Lake Nyassa and Lake Shirwa district, with its English and American mission stations at Livingstonia, Blantyre, and other places, the entire valley of the Zambezi, and the Mashonaland, which is the land of Ophir of the Old Testament. Serious trouble between Portugal and England is threatened. Describe the territory mentioned above.

ITALIAN CHARITIES.—The Vatican organs vigorously oppose the measure of the Italian government, depriving the clergy of the direction of all charities. What is the Vatican? When was the present Italian government established?

CORRESPONDENCE.

CAPT. J. A. RAINWATER.

To the Editors of THE SCHOOL JOURNAL:

I have a few words to say about a brave, noble man, and an honest teacher, who has gone to his long home. Capt. J. A. Rainwater, of Sardis, Miss., superintendent of schools of Panola county, was a rare man. Southern to the core, he fought through the Rebellion with all his might. When the war was over he laid down his arms and began building up in the only true way, by educating the people. He was a man of the people; no aristocratic tendencies ever entered his head; he believed in salvation by education, and when he hung up his sword he took down his books for hard work as a teacher.

Capt. Rainwater believed with his whole soul, that teaching is the most responsible profession in the world; that there was a vast difference between what he knew and what he should know in order to do his work well. This made him an untiring student of education; he read and studied with great zeal. Although his salary was small, he visited schools in distant states, and studied their methods.

He spent several months in the Cook county normal school. This old war-scarred veteran studied his profession like a child. He was a wonderful critic of teaching; he quietly and surely probed all school work to find the principle or want of a principle behind it. I learned to respect and love the man. We fought on opposite sides for four terrible years, but that did not make his hand-clasp any the less warm. The bullet spared him, to die at last, fighting at the front, for the highest good of his country and the world. Farewell, old friend.

Cook County Normal School. FRANCIS W. PARKER.

COMPOSITION OF SELF.

To the Editors of THE SCHOOL JOURNAL:

Before the pupil fixes firmly what was given under the above heading in a recent number, tell him this:

The number of bones in the adult, not considering the sesamoid bones, is 208. Teeth are not bones, either in structure or composition. Besides, they are elementary tissue; 208 bones + 32 teeth does not equal 240 bones.

How was it ascertained that the average number of teeth is 32?

The brain of man does not exceed twice that of any lower animal. The elephant's brain weighs from eight to ten pounds. A whale 75 feet long had a brain weighing more than five pounds. A canary's brain weighs more in proportion to its weight than man's. The average weight of a brain of a man is 49 1-2 oz., while that of a woman is 44 oz., the average difference being from 5 to 6 oz. The woman's brain, however, is the larger in proportion to her weight. Cuvier's brain weighed 64 oz.; Dr. Abercrombie's 63 oz. The brain reaches its maximum at the age of forty years.

E. J. CURRAN, M.D.

A PRACTICAL SUGGESTION.

To the Editors of THE SCHOOL JOURNAL:

I have been a subscriber to the TEACHERS' INSTITUTE for the last three years. In no other educational journal do I find methods so suited to actual work as are contained in it. Our teachers are directed not to allow children in the first grade the use of their books for nine or ten weeks. During this period print and script are used, and the words are colored with colored crayon, the same color being used for the same word, no matter where the word occurs. Thus the children associate the color with the word, and learn very readily. (At the same time that the children are learning the words, they are learning to distinguish colors.)

"See" is colored, for example, with purple crayon; "the," with red; "can," with green. Thus whenever the children see a word colored green they know it is "can."

Washington, D. C.

R. Y.

THE VALUE OF INFLUENCE.

To the Editors of THE SCHOOL JOURNAL:

You speak of "the great educational movements now in progress." I have just witnessed a "movement;" take it "all in all, I hope I shall not look upon it like again." I was left out and another fellow went in. Then when I sought for other realms to conquer, lo, and behold! in every place there seemed an army raised up against me. I rather thought I was a person of influence, but one prominent patron had a stronger "pull" than I did, and his "influence" was sufficient to cause the powers that be, "for the sake of harmony," to notify me that they could not "offer" me the position for the coming year. There was no need of their troubling themselves to offer it; I would have helped myself to it if they had given me a chance. From the most accurate returns now at hand I failed to carry a single one of the three wards. My influence was much less than I supposed. "The school-master is abroad in the land," we are told. In fact, he is 'abroad' about all the time. Cannot your strong, help-

ful, suggestive, and encouraging paper remedy this evil? I write all this, not in bitterness of spirit; I am out of the profession (?) now, and am glad of it. W. H. BLOOM.

THE PRONOUN.—To develop the idea of the pronoun, I use this sentence, or a similar one: "Jane lost her ring." I then teach that "her" stands instead of the noun "Jane's," and is said to have the same properties, according to the rule, "A pronoun must agree with the noun for which it stands, in person, number, gender, and case." What objection is there to this method of teaching the pronoun?

You are right to say the word "her" stands for "Jane," but you are wrong to say it has the same properties according to the rule. You begin by appealing to the child—you end by turning back on a rule. If you are going to "develop" the idea of a pronoun you must also develop the fact that it has the person, etc., of the noun for which it stands—if you can. Such a process is not suited for children.

THE DAKOTAS.—Some people here say Dakota is not yet a state, that congress must do something; what places are capitals?

R. L. P.

On Saturday Nov. 2, 1889, President Harrison issued the proclamation declaring North Dakota and South Dakota to be states of the Union. The capital of North Dakota is Bismarck; the capital of South Dakota is Pierre. Both cities are situated on the east bank of the Missouri river. Both states came into the Union as "Prohibition states." They are destined to be among the foremost states of the union in morality, in education, in wealth, and in all the elements of a high civilization. Their schools and colleges rank with the educational systems of other states. North Dakota has planned for industrial education and manual training; the school will be at Ellsworth.

WHAT PUNISHMENT?—Do I understand that the teacher is never to punish his pupils? I do not see how order can be maintained without it. Or, perhaps you mean that he is not to use the rod. If not, what shall he do?

We do not say the teacher is never to punish. The school is an organized body that must be maintained, in order to accomplish the work that is to be done; the teacher must maintain order. The need of punishment of some kind is apparent almost daily in every school,—especially until habits are formed. What shall these punishments be?

The teacher should use natural punishments. On a visit to a school a boy was seen seated on the floor under the teacher's table; he had been lying. Why put him there for that? Another pupil, a boy, was seen sitting between two girls; he had been detected eating an apple. Another pupil was sitting in the teacher's chair, he had been whispering. Will sitting under a table cure lying? Will sitting between two girls cure a bashful boy of apple munching? Will sitting in the teacher's place cure whispering?

In the world outside the school-room, people come to pay no attention to the words of a liar—this is his punishment. The teacher must plan his punishments so that they will reach the minds of his pupils and produce impressions. It must be impressed that apples are not to be eaten in school—the pupil must feel that if he does he will render himself an object of dislike to the school-community. So of whispering, so of noise, so of idleness. The teacher must have behind him the opinion of the entire school-community; the feeling that all the rest will dislike him for mis-doing will be a powerful check.

Until this community can be wrought into a power for local self-government, the teacher may resort to less natural means. It is an inquiry concerning these that this letter makes, we suppose. These are punishments that may be used, that are more or less effective, for instance:

1. A change of seat; you reserve the back part of the room for the well-behaved ones, the front seats for others.
2. Delaying dismissal. A boy who comes late may be dismissed at the last, or even a few moments after.
3. Absence from Roll of Honor. If the obedient, the helpful, etc., are made into a company, and a badge or medal worn, the deprivation may be made a severe punishment.
4. Reports to parents.
5. Books may be withheld from the badly behaved. This has been used to good effect by a teacher in a manufacturing village.
6. Reproof in public or private. This must not become reproach.
7. The rod. This is not, as is supposed, forbidden by the state or local authorities. It is put here not to be recommended. It must be a last resort. There must be the strongest of reasons for it, and even then it is doubtful if it will not be a mistake. So often the teacher punishes with the rod because he has a desire to show his power, to get even, to humiliate, etc., that it is doubtful whether it is done from right motives once in a thousand cases. If it is not it is certain to cause harm. We advise the teacher to study the matter with the utmost care. He must take notice of wrong-doing, but he must not confound all things done contrary to his wishes as wrong-doing. This is often and often done. For instance, a pupil whispers; the teacher charges him with doing wrong—it is a case of breaking a rule; all rule-breaking is not wrong. He must cultivate a desire in the pupils to unite with him in doing everything that shall advance the interests of the school; they and he together will punish the wrong-doers. Thus he will be able to use "natural punishments." The question of "What incentives?" is more important than that of "What punishments?"

EDUCATIONAL NOTES.

MR. WALTER L. HERVEY, who has recently been appointed to the position of dean, and professor of the history and institutes of education, in the College for the Training of Teachers, is a graduate of Princeton College, class of '86; a practical teacher with seven years' experience in the schools of Granville, O., New York, Brooklyn, and Amherst. Mr. Hervey enters the work with firm belief in the principle of *making teaching a profession by making professional teachers*, and is confident the movements to that end will triumph.

A SIAMESE student named Nai Kawn spent four years studying in Lafayette College, Pa., making chemistry a specialty, returned to Siam in 1887, and is now teaching classes of considerable size in the natural sciences and chemistry. He says: "In winter, when the thermometer is below eighty degrees, we have vacation, on account of the cold. The students are not able to stand it."

JOSEPH JEFFERSON says a few good words for the public schools. In remarking upon the good behavior of our large assemblies like our national games, he says that when he was a boy it would have been dangerous for ladies and gentlemen to attend such gatherings. "Where lies the foundation of our improvement?" There is only one solution to this problem—the free school has done the work."

DR. J. L. M. CURRY, agent of the Peabody Fund, has made an appeal for national aid in the South. He says that the South is financially unable to sustain a free-school system, continuing eight months in session, and hopes an appropriation will be made at the present session of Congress. It will take a large sum to cover this deficiency of \$10 per pupil, but Congress can do something. Will it? The yearly expenditure *per capita* in the Southern states is about \$3.86, while in the Northern states it is \$15.

A TECHNICAL school at Stockport, England, erected at a cost of \$50,000, has been opened. Sir John Lubbock inspected the school, and declared that no one appreciated more than he did how much education had done for the country, as evidenced by the decrease of crime and pauperism; but there was a great deficiency in the *teaching of elementary science and of modern languages*. He thought manual instruction and elementary science should be recognized as subjects for the course of study fixed by law. They feel the importance of manual training in England as well as here. The worship of this "fetich" (according to G. P. B.) seems to extend.

IN England a judgment has been given in a case of corporal punishment. A head-master had been convicted of "unlawfully assaulting" a boy by caning him on his hands. There was no question that the boy had committed a fault deserving corporal punishment, nor was it charged against the master that the punishment—four strokes on the hand with a cane—was excessive, but the magistrate held that, as there were other methods of corporal punishment quite as available and efficacious, caning on the hand was improper, and ought not to have been inflicted. On appeal the conviction was quashed, with costs to the parent. Mr. Justice Wills remarked that thirty years ago caning on the hand was the common punishment at school, and expressed a hope that they were not getting too effeminate, or encouraging ill-behaved school-boys who wanted to strike. Mr. Justice Mathew said that when Parliament laid down a chart showing the particular regions of the body to which corporal punishment should be confined, the courts would take care that the regions outside should not be invaded. At present there is no such chart.

MISS LELIA E. PATRIDGE, the well-known author of Quincy Methods, expects to re-open her summer school of methods at Wilkesbarre and Altoona. Her plan is certainly founded on a scientific idea—it is to have a school taught by a skilful teacher in the presence of the teachers. Teaching is thus recognized as an art, and studied as an art. Then the teachers retire for discussion. This plan is so manifestly the right one, that Miss Patridge has been invited to important positions in prominent normal schools.

GEORGE KENNAN, in his interesting series of articles on Siberia in the *Century*, says that he arrived at a station and found all drunk but one man. The reason of

"This condition of things was that they had dedicated a church. Asking this one man how he was sober, he replied, "Because I'm not a Christian!" What a comment that was!

THE London school board has decided to follow the New York City plan to take the nomination of head-teachers out of the hands of local managers. (In New York the principal and vice-principal are elected by the board of education.) This is a very important step, and in the right direction.

MR. JOHN MORLEY is in favor of giving dinners to poor children at school at the public expense. We can tell him that this is a very bad plan. There are hungry children that go to school in this city, but to tax the people to pay for it would only encourage parents to send them in hungry. No; there is a limit to taxation; there must be more left for charity to do.

In New York the Children's Aid schools in some cases give food to pupils that come to school, and noble as the work of that society is, we do not approve of this part of it. We would have parents feed and clothe their children; we would have people assist parents who need it, in doing this.

The glorious public school system, if it is allowed, will be weighted down and destroyed by the additions made by men who mean well, but whose judgment is poor. There must be a big space left for private beneficence. There are kind hearted people who want a chance to be kind; there are societies who would gladly provide food and clothing for children that are not supplied with these things by their parents. Mr. Morley is a kind hearted man, but he has much to learn.

Here is the other side.

A manager of a public school in London is planning a series of social evenings for the girls in the higher classes to appeal for funds; \$50 she says will defray the actual expenses of a social evening once a fortnight for the whole year. But aid in the shape of games and a piano is sought. Thus she hopes to bring some brightness into the dull, hard lives of the children, and to establish a firm influence over them for good. This is sensible; that woman goes to work the right way. Short sighted people would have a tax for this purpose.

AN educational society has been formed in England under the title of "The Parents' National Educational Union." It has obtained the approval of some of the leading teachers. Its immediate object is the education of parents, and it will be generally admitted, if it confines its attention to this, it will have quite enough to do. The society urges the importance of communicating to children the large body of truth relating to body, soul, and spirit. A great deal of education must of necessity go on out of school, and intelligent co-operation on the part of parents is a necessity. The union intends to get parents of every rank in life to meet, and to learn how to live. Good! Let education reach every home. How much is taught at school that is negated at home—or what is called home.

BROTHER Mowry, editor of *Common School Education*, says "The latest educational venture is THE TEACHERS' PROFESSION devoted to examination questions. Has it come to this, that the teachers' profession and examination questions are synonymous? We trow not."

To find out whether a man may enter on the profession of law, medicine, or a theology he is put through a pretty severe course of examination questions. You "trow" right when you say that THE TEACHERS' PROFESSION and examination questions are not synonymous, but a good many questions will be propounded to those who want to be professional teachers, and THE TEACHERS' PROFESSION contains the questions that will probably be asked, and it contains a good deal more. It contains a course of study, and hints, and suggestions as to that course. Altogether it will greatly help a teacher who wants to advance, and Mr. Mowry, who is a candid man, will admit it.

COMMISSIONER Morgan asks the superintendent of Indian schools to pay attention to teaching patriotism: "On the campus there should be erected a flagstaff, from which should float the American flag. The 'Stars and Stripes' should be a familiar object, and students should be taught to reverence the flag as a symbol of their nation's power and protection. Patriotic songs should be taught to the pupils, and they should sing them frequently until they acquire complete familiarity with them. Patriotic selections should be committed and

recited publicly, and should constitute a portion of the reading exercises. Washington's Birthday, Decoration Day, Fourth of July, Thanksgiving, and Christmas—should be observed with appropriate exercises. It will also be well to observe the anniversary of the day upon which the 'Dawes bill' for giving to Indians allotments of land in severalty became a law, viz., February 8, 1887."

THE girls of Vassar College succeeded in obtaining Mr. Chauncey M. Depew to address the Philaethian society, Dec. 13, and after the address they gave him a magnificent reception. His address abounded in graphic descriptions, poetic reminiscences, bright stories, and keen analysis of character. He said that when in Ireland he tried to kiss the Blarney stone, and thought that he had really received some virtue from it; that Bismarck ruled Germany, and made it great, not only Germany, but all Europe; that in Scotland every part of the wild country was filled with the presence of Scott, Knox, and Burns, and their personality was everywhere. The young ladies considered the address of Mr. Depew was worth a year's stay in college. Here is a hint for teachers to bring in before their pupils such eloquent men as they can find.

It is said that the girls of Wellesley College are trying to invent a college cry; but they have not yet decided what they will have, and have offered a prize for something that will be satisfactory. The words "lovely" and "nice" must appear in it somehow.

PARA! Well, what about Para? Para has a provisional government and has a tax of $\frac{1}{2}$ of a cent on every kilogram of rubber exported. This will amount to \$200,000 in a year. The commerce of Para is mostly in rubber. The effect of this will be that a rise in the price of rubber shoes may be expected. So this revolution in Brazil may touch a good many school-rooms.

PRATT INSTITUTE.

On the 2d of October "Founder's Day" was observed, in which Mr. Pratt thanked his co-workers for helping to carry out his plans. He says he wished to furnish facilities for a trial of combining high school and manual training. It is not designed to teach trades, but to teach the pupil to work patiently, systematically, and constantly with hand, eye, and brain. He wishes to place the institute before the world as an object lesson on manual training. There are several departments organized:

Domestic Science. Of this Mr. Pratt well says that the housewife who knows how to manage the details of her home has more courage than one who is dependent on servants. It is especially valuable to those who have small incomes; it will make the homes of workmen more attractive.

Mechanic Arts. "American artisans must learn, if they want a high place, to be intelligent." These are grand words.

Phonography and Type-writing and Tonic Sol-fa are taught very successfully.

A Technical Museum. This is a collection of objects that may be used in connection with the instruction.

The Library. This is sustained by the money received from tuition, and numbers 12,000 volumes.

Pupils. The total enrollment has been 633. There are evening as well as day classes.

The Course of Study. The course covers three years. Besides the usual studies, Wood-carving, Drawing, Modeling, Manual Work, Domestic Science of various kinds, are taught.

During the past year thirty persons have gone out, and are earning an average of \$500 per year.

Thrift. Among the new things proposed is a department for saving money. Shares are to be sold—these are \$150 each, and can be paid for in ten years. Thus \$30 is made by a young man who puts in \$1 per month for ten years. Then there is to be a dividend made (\$10, it is hoped) so that \$40 will be realized. We leave this interesting school with regret. It is one of the great things in education.

OHIO.

The South-east Ohio Teachers' Association met at McArthur, on November 29 and 30. Friday Prof. John M. Davis, of Rio Grande College, welcomed the teachers; Dr. Wm. Hoover, of Athens University, responded; Supt. J. J. Allison, president-elect of the association, next delivered his inaugural address, in which he laid down four principles to be acted upon by teachers:

1. Persons should not enter the profession without a reasonable certainty of remaining in it.
2. Good and thorough preparation should be had before attempting to teach.
3. Life certificates should be required to debar those who desire to use their profession to help them into some other business or profession. He would make professional training an absolute requisite to entering the profession, as that is the door to other professions.

4. Begin with small salaries, and increase to a competency to debar hangers on.

He referred to the sad neglect of superannuated teachers.

Dr. John Hancock, state school commissioner, addressed the association on "The Country Schools of Ohio." Friday evening the association was ably addressed by Supt. A. B. Johnson, of Avondale, Cincinnati, on "The State of the Schools and the State." He strongly advocated the moral education of the youth, and urged that the life of Christ and the four gospels should be taught as history, and as a basis of character. On Saturday morning the subject of "Reading in the Country Schools," was discussed by Supt. Coultrap, of Nelsonville; Supt. Raymond, of Logan; Supt. Wheaton, of Athens; Miss Boice, and Prin. Carr, Gallipolis; Prof. Clark, of Rio Grande; and Prin. S. P. Humphrey, of Middleport. This was followed by a paper by Supt. Bowers, of Pomeroy, on "Pedagogical Possibilities." He took positive grounds against permitting those to teach who use tobacco, whisky, and obscene language.

The last session of the association convened at 2 P. M. Saturday. Miss Kate Cranz, of Athens, read a well-prepared paper against "German in American Schools." The discussion was opened by Supt. M. W. Coultrap, followed by Prin. George Geyer, of Pomeroy, who said, from personal observation and experience, he was confident the time spent on German should by all means be given to English. A paper on "The Education of the Greeks," was presented by Prof. Phillips, of Marietta. Dr. Wm. Hoover, of Athens, was elected president, and Miss Alice Short, of Middleport, secretary. The next session of the association will be held at Pomeroy.

GEORGIA HOPLEY.

NEW YORK CITY.

THE winter course of free lectures before the College for the Training of Teachers will be as follows: Jan. 7, Supt. James MacAllister, Ph. D., "Rousseau's Pedagogic Theories and the Influence upon Educational Method;" Jan. 14, Miss Caroline B. LeRow, "The Teacher and the Time;" Jan. 21, Pres. Truman J. Beckus, LL. D., "The Teaching of English Literature;" Jan. 28, Prof. E. H. Cook, Ph. D., "The Voice as an Element in School Management;" Feb. 4, Com. William T. Harris, LL. D., "The Function of a National Bureau of Education;" Feb. 11, Supt. W. H. Maxwell, Ph. D., "The Duty of the State in the Matter of Training Teachers;" Feb. 18, Melvil Dewey, A. M., "Higher Education in the State of New York;" Feb. 25, Supt. Addison B. Poland, A. M., "Physical Training in the Public Schools;" March 4, Prof. Edward R. Shaw, "Inventive Geometry;" March 11, Mrs. Hannah Johnson Carter, "Suggestions in the Teaching of Color;" March 18, Prof. Henry M. Leipsier, Ph. D., "Education in the Nineteenth Century;" March 25, Prof. John F. Woodhull, A. B., "An Observation Lesson;" April 1, Mrs. Mary Dana Hicks, "Form-Study and Drawing and their Relations to General Education."

THE movement for free kindergartens in this city is now well under way. A number of rooms in different parts of the city have already been secured. As the result of several meetings of the association, the following officers have been elected:

Richard Watson Gilder, president; Mrs. Grover Cleveland, vice president; Daniel S. Remsen, secretary; Prof. Jasper T. Goodwin, treasurer; David G. Wyhe, D.D., Hamilton W. Mable, Mrs. Mary Simpson, executive board; Mrs. Mary H. Simpson, Rev. E. M. Deems, Mrs. Henry Villard, Miss Emily Huntingdon, Mr. W. M. F. Round, Miss Caroline B. LeRow, Miss Angeline Brooks, Dr. Nicholas Murray Butler, Mrs. Grover Cleveland, Dr. E. W. Donald, Mrs. R. W. Gilder, Mrs. R. I. Shainwald, Daniel S. Remsen, Miss Jenny B. Merrill, Miss E. J. Crothers, Rev. J. M. Bruce, Dr. Henry Mottet, Prof. Sprague Smith, Prof. Jasper T. Goodwin, Mrs. Mary Mapes Dodge, Dr. G. F. Krotel, Dr. Jerome Allen, Miss Florence Dean, Mrs. Richard Irwin, Jr., Hamilton W. Mable, David G. Wyhe, Ph.D., board of managers.

AN attractive feature in many newspapers is the advertisement of Pear's soap. After Mr. T. J. Barratt, the managing partner in the manufacture, had made this article a household word in England, he determined to conquer the American public. To do this, he with characteristic sagacity made arrangements with Mr. J. H. Bates to take charge of the advertising in America. Mr. Bates' agency is so familiar to editors that no extended mention is required. His strict integrity, business morality, and commercial far-sightedness of remarkable accuracy have always been themes of remark. Mr. Barratt saw that Mr. Bates had judgment of men, and placed the increased business at his disposal, who at once sent out the most beautiful and effective illustrated pages, and the most original and striking designs in advertising ever used in this country. The immense machinery of Mr. Bates' advertising agency, when put in operation, has resulted in making every family know of the existence of this admirable soap. It has become a household word in America, as well as in Europe. These are facts in the history of advertising that ought to be published.

TO THOSE DESIRING TEACHERS.—Capable Normal and College Graduates are found by addressing the New York Educational Bureau. It is a well known fact, that at this Bureau are registered teachers who can teach advanced methods in Music, Drawing, Mathematics, Geography, etc. The call is for teachers of advanced ideas. School boards can make no mistake by writing us. We have the kind of teachers wanted. State fully your needs and we will give you prompt attention. No charge to school boards. If you know where a first-class teacher is wanted, or want a better position yourself, where you can practice best methods, write at once to H. S. KELLOGG, 25 Clinton Place, New York, Manager of the New York Educational Bureau.

Keep your blood pure and you will not have rheumatism. Hood's Sarsaparilla purifies the blood, and tones the whole system.

BOOK DEPARTMENT.

NEW BOOKS.

PORTRAITS OF FRIENDS. By John Campbell Shairp. With a Sketch of Principal Shairp, by William Young Sellars, and an Etched Portrait. Boston and New York: Houghton, Mifflin & Co. The Riverside Press, Cambridge. 312 pp. \$1.25.

This is a memorial volume of one well known in Scotland and England, and also known and appreciated in this country, as a poet and philosopher. Mr. Shairp was a native of Scotland, and received a university education at Glasgow—was afterward master at Rugby, professor of Latin at St. Andrew's, Scotland,—and in 1877 was elected professor of poetry at Oxford. His literary works are well known in this country, and this volume, "Portraits of Friends," includes some men, who to him were personal friends, and to us the names have become household words. Following a lengthy and exceedingly interesting memorial of Mr. Shairp, by William Young Sellars, we find the "Portraits." They are life sketches, and full of personal incident, which give the reader a good idea of what the originals of the "Portraits" were. The first one in order is Thomas Erskine,—followed by George Edward Lynch Cotton,—Dr. John Brown,—Norman Macleod,—John Macleod Campbell,—John Mackintosh of Geddes, and Alfred Hugh Clough. Each "Portrait" is full of interesting detail of home, school, college, and daily life, giving an insight into the hearts of these friends and their close friendship. The "Portraits" are largely letters from one to another, where perfect freedom of expression is seen. There is a freshness and beauty in these personal letters seldom seen in our present cold and business-like way of writing.

THE STORY OF EARLY BRITAIN. By Alfred J. Church, M. A. New York: G. P. Putnam's Sons. London: T. Fisher Unwin. 382 pp. \$1.50.

There is a charm even in the title of this volume of "The Story of the Nations," for there is a strength in it which corresponds to the history of the people. We are well aware of Mr. Church's ability as a writer on historical subjects, so that it creates no surprise to find this to be one of the most interesting volumes of the series. The first chapter opens with "Britain Before the Romans," which describes the Iberians and Belgian Celts,—gives also Caesar's account of Britain,—The Druids and laws of the Druids. Caesar's first and second expeditions cover two chapters which show the spirit of the Britons, with their strategy and valor. An especially interesting chapter is the one upon Caedmon, Bede, and Cuthbert, describing Caedmon's vision and his poetry. Bede's life, works, and death, are full of incident and interest, as is also Cuthbert's early history. "Alfred, the Man of War" and "The Man of Peace," shows how far on in cultivation the people had advanced by that time. He was wise in the administration of justice, but, as is so happily described by the author, Alfred's greatest work lay in the line of education, letters, and learning. The history of Alfred all through, as portrayed by Mr. Church, is perhaps the most fascinating portion of the book. The preparation of this volume has occasioned much study and a vast amount of research, but the author has been well repaid for his labor, for the entire volume abounds in interesting and valuable historical information. Some of the illustrations are quaint and all are excellent, clear, and an addition to the history of the times.

INTRODUCTION TO THE STUDY OF PHILOSOPHY. By William T. Harris. Comprising Passages from His Writings Selected and Arranged with Commentary and Illustration. By Marietta Kies. New York: D. Appleton & Co. 287 pp.

The works of Dr. Harris are too well known to call for comment at any time. His thoughts are profound and in some cases too deep for the average student of philosophy to reach. Miss Kies, a teacher of the subject herself, moved by sympathy for students taking their first steps in mental philosophy, has edited and compiled many of the thoughts of Dr. Harris, and arranged them in a form suitable for class-room work, or home study. The "illustrations" given, are such as have been used by Miss Kies in her classes at Mt. Holyoke seminary, with great success and have been found helpful in assisting students who have been accustomed to study the external aspects of the world, to make the transition to a more thoughtful method and so discover the fundamental principles of a world of things and events. The method used by Miss Kies in presenting the subject to her classes is to give four lessons each week for six or eight weeks, upon a consideration of the subject, with lectures and explanations, etc. Little recitation is expected during that time, but a love for the study is founded, the student gets a glimpse of the whole subject as a system, and, consequently, can soon progress rapidly. Later, recitations and papers are prepared by the student, including views of contemporaneous writers upon points under discussion, with references to the opinions of historic philosophers. In this way, as shown by the method adopted by Miss Kies, an idea of philosophy is gained and a good foundation laid for study of the subject in a more elaborate and difficult manner. Miss Kies acknowledges, that in the preparation of this book her strongest desire has been to lead students to study the thoughts of Dr. Harris in articles and books presented by him, so that they may have a strong desire to enter the fields of historic thought. This volume will be found to be a most helpful and valuable one to teachers.

LIFE. By James Platt, F. S. S. Authorized American Edition. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 318 pp. 75 cents.

The author of "Business," "Money," "Morality," "Economy," "Progress," and "Poverty," is also the author of "Life," and any one who has read even one of those former publications will remember that Mr. Platt discusses his subject in a thorough and business-like manner. "Life" is no exception to the rule, for the different topics introduced are treated in the plainest and most practical way. Following an excellent Introduction, is "Life," then comes the question,—a most important one,—"Is Life Worth Living?" followed by "Life of the Future," "Culture," "Health and Recreation," "Common-Sense," "Thrift," "Compulsory Thrift," "Marriage," "Happiness," "Religion," "Future Life," "Human Destiny," closing with "Concluding Remarks." Each one of these topics is well discussed, and a great deal

of necessary, useful, and important information is given. This volume is a profitable one for study.

PROBLEMS IN AMERICAN SOCIETY. Some Social Studies. By Joseph Henry Crocker. Boston: George H. Ellis. 298 pp.

The essays which compose this book are presented by the author, simply as suggestive contributions toward a clearer understanding of some very important questions. They appeared in the first place, as lectures and pamphlets, and their warm reception has culminated in the publication of this volume. The problems discussed are great and full of import, which cannot be studied too closely. An exhaustive discussion of them has not been attempted, but lines of thought have been followed, and groups of facts given which are at once practical and suggestive. Instead of foot-notes, a page of moral references has been given at the beginning of each essay. The subjects discussed by the author, are, "The Student in American Life,"—"Scientific Charity,"—"The Root of the Temperance Problem,"—"The Political Conscience,"—"Moral and Religious Instruction in our Public Schools,"—and, "The Religious Destitution of Villages." The problems are such as every American citizen should be prepared to investigate and discuss in an intelligent manner, as they are vital interests, and those which must be met.

LIBERTY AND A LIVING. The Record of an Attempt to Secure Bread and Butter, Sunshine and Content, by Gardening, Fishing, and Hunting. By Philip G. Hubert, Jr. New York: G. P. Putnam's Sons. \$1.00.

By liberty the author does not mean idleness, but the getting of bread and butter, clothes and shelter for self and little ones by the exercise of common skill in gardening, fishing, shooting, and other out-door sports and employments. The fascinating picture-drawings of this Arcadian existence is strengthened by the discussion of practical details, which makes his scheme seem entirely plausible. Certainly it is delightful reading.

THE MUSICIANS' CALENDAR FOR 1890. Compiled by Prof. Frank E. Morse, Professor of Vocal Music, New England Conservatory of Music, Boston. Boston: Silver, Burdett & Co. 50 cents.

On the background is an artistic and accurate portrait of Professor John Knowles Paine, of Harvard University, while the pages of the Calendar itself are filled with interesting facts relating to eminent musicians, and also many important facts concerning the history of music in this country. The Calendar is also enriched on every page by choice selections of prose and poetry, largely from American authors, relating to music. The whole arrangement is such as to make it a serviceable Calendar, and a beautiful and artistic ornament for the home.

SONGS OF FAIRY-LAND. Compiled by Edward T. Mason. With Illustrations After Designs, by Mand Humphrey. New York: G. P. Putnam's Sons. \$1.25.

The aim of this compilation is to bring together some of the best fairy poems in our language. The range of selection includes the quaint "Nymphidia" of Michael Drayton and Hood's "Plea of the Midsummer Fairies," which two aptly illustrate the change wrought by three centuries in the treatment of imaginative themes. This volume is fittingly included among the choice "Knickerbocker Nuggets." It is a privilege indeed by so attractive a path to step aside for awhile into a magic world, among the myths of an earlier and simpler time.

ADRIFF: A Story of Niagara. By Julia Ditto Young. Philadelphia: J. B. Lippincott Co. \$1.25.

A rather sober, yet tasteful brown cloth binding, covers this story of love at cross-purposes; in which is curiously blended a deal of commonplace with somewhat of genuine insight and spirit. The story at points becomes quite interesting, but it is not proper. It is inscribed to Mr. Howells: and doubtless he can stand it if the book can.

LORNA DOONE. A Romance of Exmoor. By R. D. Blackmore. Cleveland: The Burrows Company. \$5.00.

In holiday dress as "Lorna Doone" is presented this year by an enterprising publisher, this charming, half-historic novel, which readily assumes a place on the large list of standard stories by modern writers. This is among the volumes beautiful for their pictorial art, fine make-up of printing, binding, and designing. There are a great number of illustrations by Henry Sandham, Harper Pennington, Irving R. Wiles, George Wharton Edwards, and others, that point up with artistic finish the pen-pictures of the author. Whoever has tried to trace on the ordinary map of England the surroundings of the life-like characters in "Lorna Doone," will examine, with interest the full-page map of the two counties where the scenes of this romance were laid. With this feature to complete the volume, there is nothing left for the most ardent admirers of Blackmore to wish for.

THE INDUSTRIAL PROGRESS OF THE NATION: CONSUMPTION LIMITED, PRODUCTION UNLIMITED. By Edward Atkinson, LL.D., Ph.D. New York: G. P. Putnam's Sons.

The present publication is composed of two series of articles which have appeared in *The Century Magazine* and *The Forum* with such slight corrections as the author has found necessary—statistics being continued down to date—and some other treatises added which have not been previously published; including, notably, the address to the graduating class of the University of South Carolina, in which the author gives very fully the motive of his work. It was during the early years of the Civil war that the author began the investigation of our national accounts, wishing to demonstrate the ability of the nation to bear any amount of taxation which might become necessary for the maintenance of the national existence. His investigation led him to the conclusion, indicated by his title, as a matter of fact, that while man's consumption of the earth's products is limited, the production is practically unlimited, and that this condition exists, not only in our own country but universally over the world. The contents includes a discussion of such burning questions as "How can Wages be Increased?" "Must Humanity Starve at Last?" "The Price of Life," "What Shall be Taxed?" "Religion and Life." The great disparity between the superabundance of some individuals and the abject want of others, is explained by the measure of individual intelligence. The key-note of the author's philosophy—sounded through some twenty chap-

ters of thoughtful and practical discussion—is the mind of man as the principal factor in the equilibrium of material prosperity. It is a book that any careful student of social problems cannot fail to profit by.

NEW YORK STATE GRADED EXAMINATION QUESTIONS, WITH ANSWERS. Cloth. 12mo, 220 pp. New York and Chicago: E. L. Kellogg & Co. \$1.00.

This is, in a collected form, the questions given out by the Department of Public Instruction, commencing Sep., 1887, and ending Aug., 1889, with the answers. The importance of these questions cannot be over-estimated. It is a great step that all of the 113 commissioners have adopted this series of questions. It is one of a series of steps the Empire state is taking and that if continued, will place her at the head of all the states, educationally as well as commercially. Much good will come out of this volume: (1) Other states want a standard for the various grades; (2) Teachers want to get an idea of what is expected of them, so as to guide their preparation; (3) grammar and high school teachers need questions and it must be noticed these cover the course of study usually pursued by a grammar school, in its first year, and by a high school pupil during the first two years. There will be numerous teachers who use this book for their own advancement: the advancing teacher is the one that will get the most out of it. There will be those who will merely "cram" from it, but that is not the best use that can be made of it. Altogether it is the beginning of a series of attempts to advance the teachers of the Empire state under that far-sighted leader, State-Supt. A. S. Draper, that cannot but produce untold results for good.

ANNOUNCEMENTS.

HARPER & BROTHERS have among their recent publications several books on African travel as follows: "The Heart of Africa," by Dr. George Schweinfurth, translated by Ellen E. Frewer; "Through the Dark Continent," and "The Congo and the Founding of its free State," by Henry M. Stanley, and "Central Africa," by Col. Long.

BAKER & TAYLOR Co. will publish the proceedings of the Boston conference of the evangelical alliance.

HOUGHTON, MIFFLIN & Co. announce "Portraits of Friends," by Principal Shairp. The volume contains essays on Thomas Erskine, Bishop Cotton, Clough, Norman Macleod, and others.

A. C. McCLUNG & Co. publish one of the most attractive editions of Mr. Ruskin's "Sesame and Lilies" which has ever come from an American press.

L. PRANG & Co., Boston, have a great variety of Christmas and New Year's cards, calendars, colored pictures, and holiday novelties.

SCHUBNER & WELFORD'S recent book "The Prophecies of Isaiah," expounded by Dr. C. Von Orelli, Basel, is one that will be appreciated by Hebrew scholars.

MACMILLAN & Co. offer the third edition of "Theological Essays," by Richard Holt-Hutton.

WHITE & ALLEN'S illustrated edition of "Sheridan's Rivals," is attracting considerable attention.

G. P. PUTNAM'S SONS bring out in handsome shape ex-Mayor Carter Harrison's account of a trip round the world, entitled "A Race with the Sun."

CASSELL & Co. have had that popular poem of Tennyson, the "Song of the Brook" illustrated by Wedworth Wadsworth with many lithographs, so printed in monochrome as to give an effect very much like that of pen-and-ink drawings.

D. LOTHROP COMPANY'S holiday books are now nearly all upon the market. The list is a surprising one, and is in itself indisputable proof of the extent and versatility necessary to the book publisher of to-day, who essays to meet the popular fancy and the public taste.

MAGAZINES.

The Chautauquan presents a handsome appearance in its new and improved form. Prof. A. S. Hardy has something to say in the January number of the striking feature of this age, viz., the large number of workers in the field of mental activity. J. Ranken Towse's article on "Great Britain's Ministry" tells something about a government: in which all English speaking people ought to be deeply interested.

The Christmas Wide Awake is enlarged sixteen pages to admit Grant Allen's serial of adventure, "Wednesday, the Tenth," a tale of the South Pacific. Susan Coolidge's story, "Dolly Phone," has a plot in which Edison's phonograph plays a prominent part. Howard Pyle has a "Lady-and-Tiger," sort of story, on which postal-card votes are invited from all readers.

Scribner's sixth article in the electric series, in the January number, is by A. E. Kennedy, Mr. Edison's chief electrician. He writes of "Electricity in the Household," telling of the numerous devices that can conveniently be applied to every modern house where comfort is aimed at. Walter Gillette discusses a very important question under the head of "Water Storage in the West," and W. C. Brownell writes of the Eiffel tower.

Joseph Jefferson tells in the January *Century*, some amusing stories of his early experiences, and describes the elder Booc as Sir Giles Overreach. He gives a curious account of Sir William Don, the actor; and also his recollections of Julia Dean, James E. Murdoch, Henry Placide, and others. The frontpiece is a portrait of Professor James Bryce, the author of the "American Commonwealth." This number takes up the subject of the condition of the Yosemite.

The article in *Harper's* for January on "The Russian Army" is very timely now when that wonderful people are filling so large a place in the world's history. Ladies who are looking about for ways to improve their health will read with great interest Anna C. Brackett's article on "A Woman on Horseback." In "The Philosophy of Chinese," a picturesque dinner sketch, John Heard, Jr., gives an unusual insight into "the idiom of Ah Sin." Andrew Lang and Joseph Pennell join in contributing an illustrated article on "St. Andrews." Those who believe in "the reasonableness of the chewing gum habit" will appreciate Charles Dudley Warner's remarks.

All the readers of the *Magazine of Art* for December will appreciate the sentiment expressed in the frontpiece, "The Last Master." The *Magazine* opens with a magnificently illustrated article on "The National Gallery of Scotland." "The Artistic Aspect of Lord Mayors' Shows" will furnish many points for students of history. "Wild Wales" is a treat artistically, and "The Philosophy of Laughter" is an interesting study of human physiognomy.

Jefferson Davis spent the last year of his life in literary work. He wrote an article on Andersonville prison which will be of interest to the whole country. It appears in *Belford's Magazine* for January.

Lippincott's January number contains a study of Nathaniel Parker Willis, one of a series of critical articles. Mr. Stoddard has been contributing to that live magazine. The newspaper syndicate idea is treated by William Westall in "Newspaper Fiction." Edward Fuller writes of the extraordinary revival of Shakespearean plays in the theatres in 1888 and 1889. Robert J. Burdette, Bill Nye, and J. Armory Knox, contribute a composite story, which, from the reputation of the writers, ought to be the essence of racy humor.

ABOUT QUADRUPEDS, BIRDS, AND FISHES.

Great fears have been expressed that on account of the constant warfare on the buffalo it would disappear from the face of the earth. In one quarter of the globe at least the number is increasing. Certain parts of northern Australia have vast herds of the wild buffalo (*bos bubalus*) careering over its plains and wallowing in its shady pools. Nature states that the animals are massive and heavy, with splendid horns, and afford sport of a sufficiently dangerous nature to possess charms for the most daring hunter, a wounded buffalo being one of the most dangerous animals known, his great weight, prominent horns, and splendid courage, making him as well respected as sought after. The first buffaloes were landed at Port Essington, North Australia, about the year 1839.

Jersey cattle are famed the world over. They come from the isle of Jersey which contains only about forty-five square miles of ground. It has a population of 60,000 human beings, and also has over 12,000 cattle. They export on an average annually 3,000 head, managing to support one head of kine to every two acres, while in England there is only one head to every ten acres; therefore, in proportion to its size Jersey exports two-thirds as many cattle every year as England contains.

While out hunting near Marlboro, Md., recently, a colored boy accidentally shot himself through the heart, and his companion hastened back to town to obtain help. The coroner accompanied by a jury, hastened to where the body lay, but when one of the party proceeded to examine the wound, he was warned off by the dead boy's dog who crouched on his master's body and would not permit any one to come near. It was not until a member of the boy's family came that the faithful animal consented to leave his post.

A man living near Rustburg, Va., was awakened one night recently by feeling something pulling at the bedclothes. Soon after he fell asleep and was aroused by feeling something at his throat. He flitted it off with his hand and sprang from the bed. Striking a light, he discovered a mink. The blood-thirsty little animal had gashed his throat with his sharp teeth and the blood was trickling down.

Does the parrot reason or is its speech merely imitative? Let those who read the following stories decide what faculty was used in each case. A lady in New Orleans owned a handsome parrot, and leaving one summer she gave her pet to a friend's care. Polly soon became at home in its new quarters; would bow its head to its new mistress and say in softest tones: "That's it, rub polly's head so, so, darling, rub polly's head." One day its mistress was eating plums. Polly was near; looking up the lady laughed and said: "Aha, polly, I have plums and I am not going to give you any!" "I don't care, said polly. "I don't want any, anyhow!" Another parrot was very much annoyed by the pigeons, who would enter his cage every morning as soon as he left it and devour the remnants of his breakfast. One day as he left his cage for his morning walk he turned and shut the door of his cage, and then gave a defiant look at the marauder pigeons. This he always did afterward, and so saved his breakfast.

Black bass are the most voracious of fish. At Webster lake, Mass., two men were fishing one day when one of them, who was fishing with two hooks, got his line fast. In trying to get it loose it parted. Soon after while fishing near the same spot, he landed a three pound bass in the mouth of which he found both of his lost hooks. The bass had three hooks altogether in his jaws. He had taken the two leader hooks first and run under a rock with them. Therefore the fisherman couldn't get his hooks loose, for he was pulling the line across the edge of the rock under which the bass was housed. After the line had parted, the fish came out in time to take the third hook about as quickly as it was dropped into the water. It is not very uncommon for a bass to take both hooks of a line, but old fishermen say they never heard before of one taking a third hook on the same occasion.

The Best Teachers Register With Us.

PROGRESSIVE TEACHERS are found registered in the NEW YORK EDUCATIONAL BUREAU. A principal of a New York Manual Training School, says: "I have applied at other Bureaus, but I find that you have the teachers that I want; teachers of advanced ideas in Manual Training and Methods." A Long Island principal says: "Our Board is entirely satisfied with Miss M., and will take her the moment she can come." Another School Board Secretary says: "We are entirely pleased with Prof. G., and his wife, and will wish to keep them as long as they make teaching their business." A well-known High School Principal says: "Mrs. D. is doing very well. She is succeeding admirably."

These are samples of our letters. School Boards will find it profitable to write to the New York Educational Bureau for teachers. All correspondence is confidential. State full particulars regarding the qualifications a teacher must possess. Please note that we are personally acquainted with many excellent teachers, and can put you in direct communication with the most desirable teacher for the position open, without delay. Send for our list of Normal and College Graduates. If you wish a first class teacher, or know where one is wanted, please send full particulars, at once, to the manager.

VACANCIES FOR FIRST-CLASS TEACHERS.

A few first class Normal and College Graduates are wanted at once by the New York Educational Bureau. Teachers are wanted for Primary, Grammar, and High School Assistants. Teachers who are capable to teach music, drawing and gymnastics are preferred.

WANTED.—A Normal Graduate, for first year Primary work. Salary, \$500 to begin.

WANTED.—A Normal Graduate, who can teach Prang's system of Drawing, and Holt's method of Music, for Grammar School. An experienced teacher is wanted. Salary, \$550 to begin.

WANTED.—A first-class College Graduate, for Southern Normal, to teach Mathematics and German. Salary, \$1,000.

WANTED.—A first-class Kindergartener. One who can train children in a Normal School, and instruct and lecture to a class of Normal Teachers. A capable teacher only is wanted.

WANTED.—A Normal or College Graduate for first Assistant in Grammar School. One who is a good musician and who can lead an assembled department in singing and exercise. Salary, \$800.

These are a few specimens of our calls during the past few days.

Teachers are earnestly requested to register now. Do not delay. Good positions are coming in at all times, some of them may fit you. Sooner or later your turn for a fine position will come, if you are one of the right sort. If you are not a live, wide-awake teacher, ready to work up to a good position and salary, do not write us. If you are acquainted with the best methods in music, drawing, mathematics, geography, and manual training, then write us at once. Give an account of your work and experience. Give the details.

Registration in our Bureau is \$2.00. That does not cover the cost to us of registering for you, and keeping your name properly placed in our books. The entire time of a skilled clerk is taken up doing this. A progressive teacher can well afford to pay \$2.00 per year, to know where good teachers are wanted, and what salaries are being paid.

Our acquaintance is a wide one. We know the best teachers, and many school boards apply in person to us. We are in correspondence with the best schools in the country, and know where first-class teachers will be wanted. School boards want a personal recommendation from us, so when you write us, send full application on our blank, photograph, a good list of educational men that you refer to; those who know your preparation, success, and character, and also send copies of all the good testimonials you possess. A school board secretary says: "Testimonials have a fictitious value with us, but we must see the record and photograph of a teacher, before we grant an interview." Make your application here as full and complete as possible, and we will be better able to aid you. Our method of securing positions has great weight with our applicants. One applicant was directed to St. Charles, Mo.; she got the place, Miss Idilla Robbins. Two applicants were given Searcy College, Ark. The position was offered both, by telegraph. One accepted, Miss Sara Gisburn. One applicant was referred to for a position in the High School in Yonkers. She got it. Three names were offered for a principalship in East Orange. The first name mentioned obtained the place in three days. These are samples. Teachers who register here can be assured that they do not have to take chances of wholesale notifications. Our method pays, for school boards come to us the second time.

Register with us at once, register early, before the press of spring and summer business. Write us fully, write often, if you do not know us, for we shall need to know you, your ability and what you can do best.

Write for new application blank, and send full particulars, to

H. S. KELLOGG, Manager, 25 CLINTON PLACE, NEW YORK.

JANUARY,

1890.

MARGARET DELAND'S
NEW NOVEL,
"SIDNEY."

Dr. Holmes contributes the first of his Papers (this time on "Old Age") in the January Atlantic.

Frank Gaylord Cook's initial Paper on Forgotten Political Celebrities, Miss Jewett's story, Mr. Aldrich's Echo-Song, Miss Repplier's essay, etc., in ATLANTIC for January, 1890.

\$4.00 year; 35 cents a number.

HOUGHTON, MIFFLIN & CO., Boston.
11 East Seventeenth Street, New York.

This new novel by the Author of "John Ward, Preacher," begins as a Serial in Atlantic for January.

OLIVER WENDELL HOLMES'S
"OVER THE TEA CUPS."

JUST PUBLISHED.

AMERICAN LITERATURE.

By ALBERT H. SMYTH,
A. B. JOHNS HOPKINS UNIVERSITY.
Price, 90 Cents.

There has been for years past a growing demand for a text-book on American Literature, comprehensive in its scope, yet sufficiently concise to be completed in one term. Such a text-book is here presented, with the belief that it will fill a long-felt want in many schools.

ELDREDGE & BRO., Philadelphia, Pa.
EMPLOYMENT FOR TEACHERS.
EVENINGS AND ODD TIME. All Principals of Schools in Towns and Cities of 5,000 and over can obtain particulars from a reliable, high-class Publishing House. Address with name and school, Publisher, Box 2798, NEW YORK.

THE PUBLISHERS' DESK

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THE QUESTION BOX.

[About Metals and other Substances.]

What is the value of a pound of steel when made into hair-springs for watches? A pound of steel that costs but a few cents becomes worth \$128,000 in the shape of hair-springs for watches.

When you wet iron why does it rust rapidly? Because the water contains a large proportion of oxygen, some of which combines with the iron and forms an oxide of iron, which is rust.

Why are there curious markings on walnut, mahogany, rose-wood, satin-wood, etc.? Because those markings are produced by the structure of the vessels by which the wood is formed; and by successive zones of wood, which indicate periods of growth.

Of what do vegetable structures consist? Of membranes, or thin tissues, which, being variously arranged, form cells, pipes, air passages, etc.

What is dynamite? This explosive looks very much like moist brown sugar. It is made of nitro-glycerine, a heavy, oily liquid which explodes with great violence, mixed with an absorbent to make it safe to handle. Nitro-glycerine is composed of nitric acid, sulphuric acid, and glycerine. The absorbent material is a fine, white powder, composed of the remains of infusoria. This take up two or three times its weight of nitro-glycerine without becoming pasty. The ingredients are mixed in leaden vessels with wooden spoons, to avoid friction. If fire is applied to this mass, it burns with a strong flame without any explosion; but the application of a full, sudden blow causes it to explode with tremendous force.

Which is the heaviest metal? Platinum was long considered the heaviest metal, but it is now an established fact that both osmium and iridium are heavier. Both metals are used for pointing gold pens. Osmium does not fuse at 2870 degrees Fahrenheit, the greatest heat yet produced, and is as yet infusible. In some of its combinations it is said to be the most poisonous substance known.

Tell about amber. It is the fossilized resinous exudation from several species of extinct coniferous trees. It now appears like coal, in connection with beds, with which it is usually found, as a product of the mineral kingdom. It formerly had a high reputation as a medicine, but the virtues ascribed to it were almost entirely imaginary. It is now extensively used for ornaments. Most of the amber of commerce is obtained from the shores of the Baltic, between Koenigsburg and Memel.

How is oxygen distributed? Of animal substances oxygen forms three-fourths; of vegetable substances, four-fifths; of mineral substances, one-half; eight-ninths of the water, and one-fifth of the air; and aggregating the whole creation, from one-half to two-thirds consists of oxygen.

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What are violet stones? This name is given to certain stones found on high mountains, as in Thuringia, upon the Harz mountains, and the Riesengebirge, which in consequence of being covered with what is called "violet moss," emit a smell like that of violets. They retain this smell for a long time, and it is increased by moistening them.

Why does gunpowder explode? Gunpowder is made of a mechanical mixture of nitrate of potash, charcoal, and sulphur. When these substances are heated to a certain degree, the nitrate of potash is decomposed, and its oxygen combines with the charcoal and sulphur, instantly forming large volumes of carbonic acid gas and nitrogen, which, seeking an escape, produce an explosion.

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